



Healthy Eating & Physical Activity Resource Package

for VET and Tertiary Providers
of Early Childhood Qualifications

SECTION 2

CURRICULUM MAP

MAKE
HEALTHY 
NORMAL



Health

Acknowledgements

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- Gowrie NSW
- This resource package is based on the concept and information of *THE PAK: The Healthy Eating AND Physical Activity Kit for Teachers of Children's Services Courses* developed by The Healthy Lifestyle Working Group on behalf of the partnership between TAFE NSW TES Industry Skills Unit Meadowbank, Western Sydney Institute, Western Institute and Sydney West Area Health Service in February 2011. Information from *THE PAK* has been reproduced, summarised or updated in this package.
- Key resources that are invaluable for adult learners have been referenced in this package. These include – *Munch & Move*, Healthy Kids website, *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood and Caring for Children: Birth to 5 years*. These resources have been developed by health and/or education experts specifically for groups of children in early childhood education and care settings. Information from these resources has been reproduced in this package; some sections reproduced entirely or some edited and summarised to bring together valuable information from all these sources.
- Other key resources used are related policy documents that are a basis for early childhood education and care which includes the *National Quality Standard* and *Belonging, Being & Becoming: The Early Years Learning Framework*. Government guidelines for promoting children's health include the *Australian Dietary Guidelines* and *National Physical Activity Recommendations for Children 0-5*.
- The following related materials have been used in the development of the package: various government and non-government online resources; e-learning videos sourced from *Raising Children Network* website; and the *National Quality Standard Professional Learning Program* (Early Childhood Australia).
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Photographs used in this resource package have a signed permission from each child's parent or carer.

In developing this resource package, every effort has been made to acknowledge the original sources.

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Make Healthy Normal is a NSW Health campaign which aims to create a new, healthy normal by increasing awareness of overweight and obesity as a public health issue, motivating people to make healthier lifestyle choices, and referring them to effective support programs and resources.

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For further information on this resource please visit:

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This curriculum mapping document will help training providers identify how to link units of teaching with key topic areas of healthy eating and physical activity.



Further information

This section provides curriculum mapping to the Australian Government Department of Education and Training Community Services Training Package qualifications CHC 30113 – Certificate III in Early Childhood Education and Care and CHC50113 Diploma of Early Childhood Education and Care.

The relevant units of competency are listed with associated relevant elements, performance criteria and assessment requirements. There are three areas of assessment: Performance Evidence, Knowledge Evidence and Assessment Conditions.

All units of competency assessment requirements include: the ability to access and navigate through the *National Quality Framework*, including the standards and relevant approved learning framework, demonstrating knowledge of organisational policies and procedures.

Assessment conditions for all these units must be either demonstrated or assessed in the workplace. Simulations or scenarios must be used where a full range of contexts and situations cannot be provided in the workplace or may occur rarely. All assessments must ensure the use of the *National Quality Framework for Early Childhood Education and Care* and the relevant approved learning framework (*The Early Years Learning Framework*).

Relevant VET Training Package units contained in both:

CHC30113 – Certificate III in Early Childhood Education and Care and

CHC50113 – Diploma of Early Childhood Education and Care

Unit of Competency	Name
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers

Relevant VET Training Package units contained in:

CHC50113 – Diploma of Early Childhood Education and Care

Unit of Competency	Name
CHCECE016	Establish and maintain a safe and healthy environment for children

Tertiary Institutions

Curriculum mapping is more difficult for tertiary institutions as universities have their own titles for units for each early childhood education and care course and differ in their approach to these topics. The topics of healthy eating/nutrition and physical activity are primarily included in units on health (eg health and safety, children's health and wellbeing, etc) and children's development. Relevant Universities, degrees and any units are listed in this section. Please note that only NSW tertiary institutions have been referenced. These units were current at the time of publishing.

Please note that tertiary units, due to the inconsistencies mentioned above, are not listed in Section 1 along with VET competencies, but they are certainly assumed for each topic.

Topics

All units for both VET and tertiary institutions have been cross-referenced to the topics used in Section 1 of the resource package. Topics are noted below:

Topic Number	Topic Name
Part A: Healthy Eating	
1	Supporting breastfeeding
2	Bottle feeding – preparation and feeding
3	Introduction to solids
4	Food requirements for 2-5 year old children (Australian Dietary Guidelines)
5	Provision of water
6	Educator’s role during mealtimes
7	Catering to individual needs – allergies and food intolerances, cultural considerations
8	Menu planning for an early childhood setting
9	Safe food handling and preparation
10	Promoting healthy eating with children
11	Promoting healthy eating in partnership with families
Part B: Physical Activity	
12	Promoting physical activity with babies
13	Promoting physical activity with toddlers and pre-schoolers
14	Environmental considerations when setting up physical activities – safety and supervision

Certificate III / Diploma Courses

Unit/ Element	Performance criteria, required knowledge, skills	EYLF Outcome/s	NQS Standard/ Element	Related Topic
CHCECE002: Ensure the health and safety of children		3	2	
Element 1	Support each child's health needs	3	6.2	
1.1	Communicate with families about children's health needs			7
1.2	Maintain confidentiality in relation to children's individual health needs			7
Element 2	Provide opportunities to meet each child's need for sleep, rest and relaxation	3	2.1, 2.2	
2.1	Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs			12, 13
2.2	Provide appropriate quiet play activities for children who do not sleep or rest			12, 13
Element 6	Contribute to the ongoing management of allergies	3	2.1	
6.1	Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis			7
6.2	Apply organisation risk management strategies for children with severe allergies			7
Knowledge Evidence				
<ul style="list-style-type: none"> • Potential hazards to children, including medical conditions • Safety issues and risk management strategies for children's health and safety in a variety of contexts 				
CHCECE003: Provide care for children		3	2, 3	
Element 1	Provide physical care	3	2.1, 2.2	
1.2	Supervise and engage with children eating and drinking			5, 6
1.3	Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety			13
Element 2	Promote physical activity	3	2.2	
2.1	Consistently implement movement and physical experiences as part of the program for all children			13
2.2	Participate with children in their physical activity			13
2.3	Promote physical activity through planned and spontaneous experiences appropriate for each child			13
2.4	Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities			13
2.5	Engage children in outdoor play			13
2.6	Foster children's participation in physical activities			13
2.7	Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing			13

Certificate III / Diploma Courses (continued)

Unit/ Element	Performance criteria, required knowledge, skills	EYLF Outcome/s	NQS Standard/ Element	Related Topic
CHCECE003 (continued)				
Element 3	Adapt facilities to ensure access and participation	3	2.2, 3.1, 3.2	
3.1	Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk taking			13
3.4	Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences			13
3.5	Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests			13
Performance Evidence				
<ul style="list-style-type: none"> Promoting physical activity and encouraging participation Engaging children in discussions around physical health and wellbeing Adapting the physical environment to ensure challenge and appropriate risk- taking 				
Knowledge Evidence				
<ul style="list-style-type: none"> Basic principles of child physical and emotional development Recommendations for physical activity in the <i>National Physical Activity Recommendations for Children 0-5 years</i> 				
CHCECE004: Promote and provide healthy food and drinks		3	2	
Element 1	Promote healthy eating	3	2.2	
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition			4, 5, 6, 7, 8, 10
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes			4, 5, 6, 7, 8, 10
1.3	Support and guide children to eat healthy food			4, 5, 6, 7, 8, 10
1.4	Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day			4, 5, 6, 8, 10
1.5	Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes			6
Element 2	Plan food and drinks that are nutritious and appropriate for each child	3	2.2	
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating			2, 3, 4, 5, 6, 7, 8, 10
2.2	Assist in ensuring children's individual needs are consistent with advice provided by families about their child's dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child's nutrition			2, 3, 4, 5, 6, 7, 8, 10
2.3	Read and interpret food labels and other information about food content			3, 4, 8, 9, 10
2.4	Assist in providing education and support to families around healthy eating			2, 3, 4, 6, 8, 10, 11
2.5	Assist to develop and display a cycle of written menus detailing the food that is provided to children			8, 10, 11

Certificate III / Diploma Courses (continued)

Unit/ Element	Performance criteria, required knowledge, skills	EYLF Outcome/s	NQS Standard/ Element	Related Topic
CHCECE004 (continued)				
Element 3	Maintain food safety while carrying out food-handling activities	3	2.1, 2.2	
3.1	Assist in developing and maintaining food safety procedures			9
3.2	Within scope of own work role, carry out food-handling preparation and storage according to service policies and procedures and regulatory requirements			9
3.3	Follow food safety procedures when preparing food			9
<p>Performance Evidence</p> <ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements Role modelling healthy eating habits for children Ensuring safe handling, preparation and storage of food and drinks Creating a positive, relaxed environment during mealtimes Engage children by involving them in menu planning and assisting in meal preparation Read and interpret food labels to identify ingredients of concern and nutrition content 				
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis Infant feeding requirements and guidelines Recommendations for healthy eating – <i>Australian Dietary Guidelines, Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources Food handling requirements, preventing microorganism contamination and/or allergic reactions Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 				
CHCECE005: Provide care for babies and toddlers		3	2	
Element 3	Promote quality mealtime environments	3	2.2	
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs			1, 2, 3, 4, 5, 6, 7, 10
3.2	Ensure babies are fed individually			1, 2, 3
3.3	Follow approved standards for safe storage and heating of formula and breastmilk and for cleaning equipment and utensils			1, 2, 9
3.4	Assist in providing a supportive environment for mothers to breastfeed			1
Element 4	Provide an environment that provides security for babies/infants	3	2.1, 2.2	
4.1	Communicate with families daily about the child's intake and experiences with food and drink			1, 2, 3, 4, 5, 7, 8, 11
4.2	Ensure safe areas and encouragement is provided for babies to practice rolling over, sitting, crawling and walking			12, 14
4.3	Supervise closely when babies and toddlers can safely explore their environment with their hands, mouths and bodies			12, 13, 14

Certificate III / Diploma Courses (continued)

Unit/ Element	Performance criteria, required knowledge, skills	EYLF Outcome/s	NQS Standard/ Element	Related Topic
CHCECE005 (continued)				
Performance Evidence				
<ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Heating breastmilk and formula, preparing bottles and preparing and heating food Cleaning equipment and utensils Feeding babies Engaging in one-to-one interactions with babies and toddlers during daily routines Providing stimulating environments that support skill development Encouraging their attempts to gain new skills 				
Knowledge Evidence				
<ul style="list-style-type: none"> Individual patterns and routines of babies and toddlers Dietary requirements and nutritional needs of babies and toddlers Food safety guidelines Safe and unsafe practices for working with babies Different practices and routines used by various families and their underlying cultural or personal rationale Emotional, physical and language development of babies and toddlers 				

Diploma Course

Unit/ Element	Performance criteria, required knowledge, skills	EYLF Outcome/s	NQS Standard/ Element	Related Topic
CHCECE016: Establish and maintain a safe and healthy environment		3	2.2	
Element 1	Support each child's health needs	3	2.1, 2.2	
1.1	Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis			2, 3, 4, 7
1.2	Ensure that any concerns or questions about a child's health needs are conveyed to their family			7, 11
1.3	Consult with relevant authorities to ensure that health information is current			1, 2, 3, 4
Element 6	Take precaution to protect children from harm	3	2.1, 2.2	
6.1	Ensure safety checks are consistently implemented and action is taken as a result of the checks			14
6.2	Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition			7, 9, 14
Performance Evidence				
<ul style="list-style-type: none"> Communicating hazards and safety issues to appropriate persons within the service Planning and coordinating supervision of children Promoting and monitoring safety practices, including administration of medicines and safe handling of food Enacting strategies to support children to take increasing responsible for their own health and physical wellbeing 				
Knowledge Evidence				
<ul style="list-style-type: none"> Strategies for minimising risk 				

Degree Courses

Tertiary Units vary between NSW institutions and degree courses provided. Relevant units to the topics of healthy eating and physical activity have been mapped to the current information available at the time of publishing.

Unit code	Unit title / Outcomes	EYLF Outcome/s	NQS Standard/ Element	Related Topic
MACQUARIE UNIVERSITY				
Bachelor of Education (Early Childhood Education)				
Bachelor of Teaching (Early Childhood Education)				
ECH130	Health and Wellbeing Examines health, wellbeing, nutrition and safety of children from infancy to 12 years. Implications for children, families and communities are addressed, including practices in a range of settings.	3	2.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
ECHE118	Infancy and Early Development Theories and research, which attempts to describe and explain early childhood development and individual differences are critically examined.	3	2.2	12, 13
ECH218	Child Development Preschool to Adolescence Covers the major aspects of children's cognitive, physical and social/emotional development, personality, gender and moral development.	3	2.2	12, 13
UNIVERSITY OF SYDNEY				
Bachelor of Education (Early Childhood)				
EDEC3002	Caregiving for Infants and Toddlers Focuses specifically on the developmental characteristics of infants and toddlers and the caregiving strategies necessary to the promotion of their health, wellbeing, cognitive and social engagement in a safe and healthy, culturally respectful, play-based early childhood care and education environment.	3	2.2	3, 12, 13
EDEC1002	Health and Wellness in Early Childhood Provides students with the ability to plan and operate healthy and safe early childhood learning and care environments. Students will learn about minimising infection and promoting children's health and wellbeing.	3	2.2	2, 3, 4, 5, 6, 7, 8, 9, 10, 11
EDUF1019	Human Development and Education Focuses on the processes and products of human development, related to cognitive, emotional, social, moral & spiritual, motor and language development.	3	2.2	12, 13

Degree Courses (continued)

Unit code	Unit title / Outcomes	EYLF Outcome/s	NQS Standard/ Element	Related Topic
UNIVERSITY OF SYDNEY (continued)				
Master of Teaching (Early Childhood)				
EDMT5685	<p>Development of the Early Years</p> <p>Provides students with a clear conceptual foundation on which to build their understanding of children's complex and dynamic development in the years prior to school, especially cognitive, communicative-language, physical-motor social and emotional development. It considers the impact and role of parents, family and community on development, and the impact of inherited and environmental factors.</p>	3	2.2	ALL
EDMT5686	<p>Early Childhood Health and Wellness</p> <p>Assists students to develop knowledge and skills to teach about health, safety, nutrition, and wellness at the early childhood level and to maintain safe, healthy early childhood environments for groups of children.</p>	3	2.2	ALL
UNIVERSITY OF WOLLONGONG				
Bachelor of Education – The Early Years				
EDFE101	<p>Education Foundations 1: Learning and Development</p> <p>Demonstrate their knowledge and understanding of the physical, socio-emotional and cognitive development of infants, children and youth.</p>	3	2.2	12, 13
EYDC201	<p>Child Development and Care</p> <p>Concepts and theories of child development that will be explored in this subject will reference learning and cognitive, socio-emotional and physical development from birth to 5 years, child health, wellbeing and safety, issues of early intervention, diversity and inclusion.</p>	3	2.2	ALL
EYHS202	<p>Children's Health, Safety and Wellbeing</p> <ul style="list-style-type: none"> • Demonstrate an understanding of health and safety issues that affect children's development. • Develop a repertoire of strategies that will facilitate the development of health, safety and well-being, recognising partnerships with family and community. • Create culturally supportive, sensitive environments that promote learning and well-being 	3	2.2, 3.2	ALL
EYPE202	<p>Physical Environments for Learning in the Early Years</p> <p>Provides students with the opportunity to critically examine the role and impact of physical environments on the learning and development of children. Theoretical, indigenous and sociocultural perspectives, and influences will be investigated, as well as the importance of inclusive learning environments.</p>	3	2.2, 3.2	12, 13, 14

Degree Courses (continued)

Unit code	Unit title / Outcomes	EYLF Outcome/s	NQS Standard/ Element	Related Topic
UNIVERSITY OF WOLLONGONG				
EYDC301	Birth to 3 Years: Physical Care and Development Demonstrate an understanding of theories of motor development, developmental appropriateness and creating optimal environments to promote development and identify issues related to growth and development and common physical conditions that can affect babies and toddlers.	3	2.2, 3.2	12, 13, 14
EYEM202	Music and Movement in Early Childhood Demonstrate an understanding of the importance of music and movement in the lives of children.	3	2.2, 3.2	12, 13, 14
CHARLES STURT UNIVERSITY				
Bachelor of Education (Birth to 5 Years)				
NRS325	Child Health Care and Promotion Focuses on the promotion of health and optimal growth and development of children.	3	2.2	ALL
EEB309	Wellness and Wellbeing Explores the concept of wellness and wellbeing for staff and children in early childhood settings.	3	2.2, 3.2	ALL
Bachelor of Education (Early Childhood and Primary)				
EED110	Child Development: The Early Years The subject includes examination of prenatal, brain, physical, cognitive, language, psychosocial, and moral development, in infants, toddlers and pre-school children.	3	2.2	12, 13
EEL204	Child Health and Safety Students will investigate the processes, regulations and requirements that inform the policies and practices in children's services to ensure young children are safe and protected.	3	2.2	ALL
UNIVERSITY OF NEWCASTLE				
Bachelor of Teaching (Early Childhood and Primary) (Honours)				
PUBH1020	Foundations of Early Childhood Health and Wellbeing Importance of physical activity, play and physical education in the developing child.	3	2.2, 3.2	ALL
EDUC1055	Foundations of Child Development Identify contemporary theoretical perspectives and approaches to different domains of development, including language development and learning and explain how these relate to children's learning and how to support children's wellbeing and health, emotional and social learning and lives.	3	2.2	ALL

Degree Courses (continued)

Unit code	Unit title / Outcomes	EYLF Outcome/s	NQS Standard/ Element	Related Topic
UNIVERSITY OF WESTERN SYDNEY				
Bachelor of Arts Pathway to Teaching (Birth to 5, Birth to 12)				
Master of Teaching (Birth to 5, Birth to 12)				
No code listed	The Developing Child Explore the diverse nature, processes and aspects of children's development from conception to 12 years of age by investigating the physical, socio-emotional, cognitive, language, moral, creative, spiritual and academic domains of development.	3	2.2	12, 13
UNIVERSITY OF NEW ENGLAND				
Bachelor of Education (Early Childhood Teaching)				
Bachelor of Education (Early Childhood and Primary)				
EDEC102	Young Children's Resilience Develop an understanding of their responsibilities for ensuring children's rights related to health, safety and wellbeing (mental, emotional, social and physical). Food and nutrition, hygiene and physical activity are explored.	3	2.2	ALL
SOUTHERN CROSS UNIVERSITY				
Bachelor of Arts/Bachelor of Education and Care (Primary/Early Childhood)				
EDU1014	Understanding Children and Young People An overview of theory: theoretical perspectives including <ul style="list-style-type: none"> Theories of physical development part I Theories of physical development part II 	3	2.2	12, 13
HEA10003	Foundations: Personal Development, Health and Physical Education Physical Education movement studies including competence in fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical activities. Health Education health studies including history of health education, understanding children's health, defining health and wellbeing, settings based approaches to health promotion, key frameworks informing approaches to health education, healthy eating, safety and healthy choices.	3	2.2	ALL
EDU20010	Personal Development, Health and Physical Education: Curriculum and Pedagogy Builds on Foundations: Personal Development, Health and Physical Education by providing students with knowledge of relevant syllabus and curriculum requirements for teaching PDHPE to children early years -12.	3	2.2	ALL

Degree Courses (continued)

Unit code	Unit title / Outcomes	EYLF Outcome/s	NQS Standard/ Element	Related Topic
TAFE NSW				
Bachelor of Early Childhood Education and Care (Birth to 5)				
ECEYE101A	Health and Safety Introduce students to the broad range of health and safety requirements of working in a children's service.	3	2.1, 2.2	2, 9, 14
ECEYE102A	Providing for Children's Wellbeing Focuses on care practices for infants and young children. Physical care factors are considered alongside promoting the education of young children.	3	2.2	2, 6, 7, 10, 12, 13, 14
ECEYE106A	Physical Wellbeing and Active Play Gain an in-depth understanding of the theories and underpinning knowledge of physical development, growth and movement skills.	3	2.2	12, 13, 14
AUSTRALIAN CATHOLIC UNIVERSITY				
Bachelor of Early Childhood Education (Birth to 5) – Information not available				
Bachelor of Education (Early Childhood and Primary) – Information not available				
Master of Early Childhood Education – Information not available				
Master of Teaching (Early Years) – Information not available				
AVONDALE COLLEGE				
Bachelor of Education (Birth to 5 years)				
EDUC13500	Child Development 1 - Information not available	3	2.2	
EDUC23500	Child Development 11 - Information not available	3	2.2	



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