



Healthy Eating and Active Play Family Information Session User Guide

To work in partnership with families in embedding the *Munch & Move* key messages in the early childhood education and care service and at home.

This User Guide has been developed to support early childhood educators in preparing for and delivering a *Munch & Move* information session to families, using the Family Information Session resources, including an information handout for families.

Early childhood educators acknowledge that families are the first teachers of their child and that partnerships based on active communication, consultation and collaboration are essential for meeting best outcomes for children (National Quality Standard – Quality Area 6).

Early childhood educators should be aware and take into consideration that families are doing the best they can. Being mindful of how educators share information and being respectful and sensitive around the choices families make in relation to healthy eating and physical activity, will make way for collaborative partnerships to flourish.

Sharing the *Munch & Move* program with families is essential to maintaining a collaborative approach to each early childhood education and care (ECEC) service's *Munch & Move* journey and will benefit children and their families to live a healthier lifestyle.

This User Guide contains:

- Recommended tasks to undertake prior to delivering the Family Information Session.
- Suggested ways the Family Information Session resource could be used.
- Suggested script to support each page of the Family Information Session presentation. Please Note: the word CLICK requires you to activate the screen by operating the device you use to move between screens - computer mouse, wireless presenter (clicker) or laptop touchpad.
- Additional information, ideas and questions to stimulate discussion with families.
- Links to relevant websites and additional resources to access.

The *Munch & Move* Family Information Session resource is a presentation designed to support educators who are trained in the *Munch & Move* program to share information with families. Throughout this session educators will share practical, simple ideas to support families in embedding *Munch & Move* key messages at home.

The *Munch & Move* Family Information Session resource has been designed to allow educators opportunities to share the information in a variety of different ways. Each family's needs, background and lifestyles differ and educators should use their knowledge of each child and their family when deciding the best way to share information with them, adapting the delivery to benefit individual families.

Delivery mode suggestions for the information session (presentation):

- Show the presentation during a parent meeting on a projector and read through the information on the slide using the script provided.
- Print out the session. Go through the pages with a small group of families, using the script provided.

The anticipated timeframe of the Family Information Session is expected to be no more than 1 hour overall. Each service should establish what best suits their families in how the content of the Family Information Session is to be delivered. For example, one full hour or two half hour sessions or smaller sessions across a number of weeks. Extra time may be

spent at the end of the Family Information Session to answer questions families may have and allow time to view relevant resources.

An information handout has been developed and can be used in conjunction with the Family Information Session. The information handout is an overview of the *Munch & Move* key messages that families can take home for future reference. There are many ways that this information handout can be used, including:

- Sending the handout home for families to read in their own time.
- Sharing individual key messages with families – this could be during an informal discussion using the handout as a reference.

Prior to delivering the Family Information Session:

- **Become familiar with your service policies in relation to the *Munch & Move* key messages.**
- **Visit www.healthykids.nsw.gov.au and become familiar with the *Munch & Move* resource section to see what is available to both the service and families.**
- **Download and print the *Australian Dietary Guidelines* and *Australian Guide to Healthy Eating* from www.eatforhealth.gov.au**
- **Access your services copy of the *Munch & Move* Resource Manual and *Caring for Children* resource.**
- **Order the *Munch & Move* fact sheets.**
- **Read over the presentation and notes.**

Slide 1

Script: Thank you everyone for joining today's/tonight's Family Information Session. My name is (introduce self). Throughout this session we will be sharing information with you about the *Munch & Move* program. We have been trained in the *Munch & Move* program and now we would like to share it with you and your family.

Slides 2-5

Script: Between 1985 and 2004 the percentage of children above the healthy weight range doubled – which leads us to the current statistic of 1 in 5 Australian pre-schoolers being overweight or obese.

Ask families: *Who's surprised?*

CLICK Read the statistic: Obese children have a 25-50% chance of progression to adult obesity.

Ask families: *What are your thoughts about these statistics?*

Looking at these statistics, it is evident why it is important that we teach children healthy

lifestyle habits from an early age. Families are the first teachers of their child's life and that is why we want to share the recommendations for healthy eating, physical activity and positive screen time with you. In doing this we can work in partnership to help children see how eating healthy and being physically active have positive impacts on children's overall health and wellbeing.

Activity: Think about when you were growing up, did you ever hear about healthy eating and physical activity programs? Why do you think things have changed so much? (*Encourage discussion within the group*).

PROMPTS FOR DISCUSSION - Families may discuss risk factors such as:

- **Heavily marketed nutrient-poor foods** (on the TV, on the radio, on billboards, on the internet, through the letterbox – people are in marketing for a reason – they know how to sell! Imagine being time poor, children are hungry – the advertising works).
- **Limited spaces to play** (some children live in apartments and town houses where there is limited space to play – even in new housing estates, the homes are getting bigger, the yards are getting smaller and the streets are getting narrower).
- **Over scheduled children** (some children are involved in so many extra-curricular activities which sometimes do not allow time for 'active' play).
- **Private car transportation** (greater dependence on using the car - sometimes it's so easy to just jump in the car, rather than walk).
- **Safety concerns** (neighbourhood safety – not safe to go to the park by self and children too young anyway, but parents may be too busy to take children to the park or to go for a walk, bike or scooter ride, etc).
- **Sedentary lifestyle** (many children lead quite sedentary lifestyles – especially when using technology).
- **Technological advancements** (technology has promoted sedentary behaviour – especially watching TV/DVDS, using remotes, computers, tablets, smart phones, etc. Also an understanding of what being active actually is has changed due to technology – e.g. children can have a game of tennis using a game station control and the TV, rather than using a tennis ball, tennis racquet and large tennis court. There is no need for children to run and retrieve the ball from the other side of the fence, as they can now play a game of tennis while sitting on the lounge).
- **The availability of various baby equipment** (e.g. moulded baby seats - where babies are propped up in these seats so do not require or develop any muscle strength).
- **Working families** (time poor so no time for cooking healthy meals – leads to purchasing of fast food).
- **More fast food restaurants** (the amount of fast food restaurants are growing more and more. It can often be easier to find a fast food restaurant rather than healthy food stores).
- **Helicopter parents** (wrapping children up in cotton wool).

Reference:

1 in 5 Australian pre-schoolers are either overweight or obese (15.2% overweight and 5.5% obese). Wake M, Hardy P, Canterford L, Sawyer M, Carlin JB (2007). Overweight, obesity and girth of Australian preschoolers: prevalence and socioeconomic correlates. *International Journal of Obesity*; 31(7):1044-1051.

Slides 6- 7

Script: Do not fear, it's not too late. There have been positive changes over the last few years in reducing the percentage of children in NSW who are overweight or obese. It is fantastic to know that the educators who care for your children have support from a NSW Health program called *Munch & Move*.

Munch & Move is a fun, play-based program that promotes children's healthy eating and active play, and limits small screen recreation through six key messages. If you are unaware of the key messages – we will be exploring these in more detail throughout the presentation.

One way to help you to become familiar with the *Munch & Move* program is to show you the promotional video. This video will introduce you to the key messages and show you the wonderful things the services in NSW are doing to promote healthy lifestyle choices for children.

CLICK and then click on the filming clapper/slate board . In case you have problems running the video the link is www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx (and it runs for 3:15).

CLICK I hope you enjoyed the video and I am sure you now have a good understanding of the role educators have in promoting the key messages, but as it says on the screen – ***together we can make a difference***. As educators, we know that families are the first teachers for their children and when we work in partnership together, we are more likely to achieve the desired outcome.

In this session we will share some practical tips on how to promote *Munch & Move* at home and we would love to hear about the positive things that are happening already at home with your children. Maybe you play a fun game to encourage children to eat all their vegetables, or you have a wonderful recipe you would like to share.

What is great about this *Munch & Move* Family Information Session is that, embedding these positive messages in your home will not only benefit your children, it will also have a positive snowball effect on the entire family.

Reference:

The percentage of NSW children 5 to 16 years who are overweight or obese is going down: 2012 = 26.5%; 2016 = 21.9%.

NSW Population Health Survey (SAPHaRI). Centre for Epidemiology and Evidence, NSW Ministry of Health.

Slides 8-9

Script: The Australian Government has developed the *Australian Dietary Guidelines* which is evidence-based and consistent with current thinking on early childhood development.

Ask families: *Are you aware of what the Australian Dietary Guidelines are? If you are not, that's ok, as we will take a look at them together. (Encourage discussion with families)*

On the screen you can see the *Australian Guide to Healthy Eating* – this is often referred to as the *'Healthy Plate Model'* as it provides a visual representation of the types of foods and the relative proportions of each of the five food groups recommended for the general population.

CLICK The foods positioned outside the *'Healthy Plate Model'* in the bottom right hand corner are regarded as **'sometimes'** foods. These are the foods that are generally lacking in nutritional value and are high in sugar, salt, fat, kilojoules – or a combination of these. These foods are regarded as 'sometimes foods' because they are not essential to provide the nutrients our bodies need and should only be consumed 'sometimes' and in small amounts.

Many children (and adults) are consuming too many 'sometimes' foods and not enough 'everyday' foods and are therefore missing out on the important nutrients their bodies need to grow and develop.

NB: You can access a copy of the *Australian Guide to Healthy Eating* by visiting www.eatforhealth.gov.au/guidelines

Encourage and support breastfeeding

Prior to delivering this key message:

- **Become familiar with your service's Breastfeeding policy – sample policy available on the Healthy Kids website.**
- **Do you have a breastfeeding area available for mothers?**
- **Visit the following websites:**
 - **Breastfeeding confidence -**
www.breastfeeding.asn.au/bfinfo/breastfeeding-confidence
 - **Breastfeeding welcome here -**
www.breastfeeding.asn.au/services/welcome
 - **Order a sticker to display in your service**
 - **Get Up & Grow Breastfeeding friendly zone –** www.health.gov.au
- **Visit:** www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/EncourageandSupportBreastfeeding.pdf **to print the 'Encourage and support breastfeeding' fact sheet – parents may like a copy to take with them.**

Slides 10-11

Script: We will now explore the first *Munch* key message – *Encourage and support breastfeeding*. Even if breastfeeding is not relevant to you and your family, you may know someone who may benefit from this information in the future.

Read out the Healthy Eating Guideline

Exclusive breastfeeding is recommended, with positive support, for babies until around six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.

Ask families: *Why is breastfeeding so important? (Encourage group discussion)* After discussion, click to the next slide for the benefits.

Slides 12-14

Script: Listed on the screen are some benefits for the baby (*go through the list*).

Benefits for baby include:

- Helps baby develop a strong immune system
- Helps reduce the risk of allergies
- Provides perfectly balanced nutrition
- Helps prevent gastrointestinal illness – easy to digest
- Provides baby with a range of tastes and flavours which come from mother's varied food intake
- Reduces the chances of baby becoming overweight in later years.

Ask families: *How can breastfeeding benefit the mother?*

Some of the benefits for mum include:

- Inexpensive, natural, convenient, fully transportable
- Pre-warmed, ready to serve and safe
- Helps mum return to her pre-pregnant weight more quickly
- Reduces mum's risk of developing some illnesses such pre-menopausal breast cancer and ovarian cancer

Read out statistic: 29% of infants in NSW are exclusively breastfed until 6 months of age. We would like to see this percentage increase dramatically. Educators are keen to support mothers in their decision to continue to breastfeed. Ways that services support breastfeeding mothers are mentioned throughout the next slide.

Slide 15

Script: Educators understand that this can be a stressful time for mothers and can provide support, advice and guidance if needed.

Educators can support families by:

- Providing a breastfeeding area within the service for mothers to feed when they come into the service.
- Providing resources to share with mothers such as the *Munch & Move* Breastfeeding fact sheet.
- Educators can work in partnerships with families to develop an individual feeding plan for their baby which can be reviewed regularly.
- Ensuring service policies are in place to support breastfeeding mothers.

CLICK There are many resources and support groups available to help breastfeeding mothers.

- A free telephone counselling service is available and a number of useful websites:
- Australian Breastfeeding Association website – for helpful tips for mothers.
- There is a link given where you can download a free e-book called Breastfeeding Confidence (www.breastfeeding.asn.au/bfinfo/breastfeeding-confidence). This e-book has been translated into other languages.

CLICK If you know any mothers who want to return to work or use childcare, let them know that they can combine work and breastfeeding. Look on the screen at the 'Breastfeeding welcome here' sticker and a 'Breastfeeding friendly zone'. These stickers are available for services to display at their service so when families see these stickers it shows that the service supports and encourages breastfeeding mothers. If a service does not display either of these stickers, we encourage mothers to enquire if breastfeeding is encouraged and supported there.

Handout:

Perfect opportunity to hand out the 'Encourage and support breastfeeding' fact sheet to families.

Choose water as a drink

Prior to presenting this key message:

- Visit - www.healthykids.nsw.gov.au/campaigns-programs/munch-move-resources.aspx to print the 'Appropriate Drinks Table' – or visit page 40 of the *Munch & Move Resource Manual* – parents may like a copy to take with them.
- Visit - www.healthykids.nsw.gov.au/campaigns-programs/munch-move-resources/munch-move-fact-sheets.aspx to print the 'Choose water as a drink' and 'Dairy for young children' fact sheets – parents may like a copy to take with them.
- Visit - www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/ISLHDFoodCardsCropped.pdf to download and share cards with families.

Slides 16-17

Script: We will now explore the next *Munch* key message – *Choose water as a drink*. The Healthy Eating Guideline states that children should be provided with water in addition to age-appropriate milk. Throughout this section we will explore why it is important to encourage and promote children drinking water and milk.

Ask families: *Why is drinking water so important? (Encourage discussion with families)*

Reasons why water is important for our bodies:

- Water is the best drink of choice, as in most areas, tap water contains fluoride, which helps develop strong healthy teeth.
- Drinking water regularly throughout the day keeps us well hydrated.

- Water makes up more than half of our body weight – 50% to 80%.
- All of our body systems depend on water and without it the body cannot function.
- Water assists in normal bodily functions – such as regulating body temperature and keeping our bowel healthy.

Slides 18-21

Script: Did you know?

- Toddlers need about 1 litre of fluid a day (4 cups)
- Preschool aged children need about 1.2 litres a day (approximately 5 cups)
- All children need more in hot weather and when engaging in physical activity).

When we say ‘fluid’ this includes both water and milk because water and milk are the best drink choices for children.

CLICK Ask families: *Do you think all children meet this recommendation? (Encourage discussion with families)*

CLICK Read out statistic: 40% of NSW children aged 2-15 years consumed at least 2 cups of soft drink, cordial or sports drink a day and 21% consumed 6 or more cups a day.

Drinking soft drinks which contain high amounts of sugar increases the risks of tooth decay. When children drink these sugary drinks they become less inclined to choose water as their drink of choice as they start to crave drinks with high amounts of sugar.

Reference:

Centre for Epidemiology and Evidence (2014). The Health of Children and Young People in NSW: Report of the Chief Health Officer 2014. Sydney: NSW Ministry of Health.

CLICK Activity: Share the food and drink cards with the families – and discuss the amount of sugar in the different drinks.

Handout: Perfect opportunity to hand out the ‘Appropriate Drinks Table’ to families.

Slide 22

Script: Do you find it hard to encourage your child to drink water? Well you are not alone. Many children need extra encouragement to drink the recommended amount of water, this could be because of the competition water has with sugary drinks, as discussed earlier.

Here are some tips for you to use at home:

- Set a goal for the whole family to reduce the amount of high sugary drinks your family consumes each week.
- Gradually water down the sweetened drinks.
- Add fresh citrus to the water to add extra natural sweetness.
- Have a discussion with your child about the benefits of water for our bodies.
- Keep cold water in the fridge at home.

- When you go out always take a filled water bottle for your child.
- Talk with your child about how we need water to survive, just like animals and plants. Role model drinking water and serve water for everyone with the family meal.
- Make drinking water FUN!!! – monitor charts, high five each other when you finish drinking the glass of water.

Handout: Perfect opportunity to hand out the ‘Choose water as a drink’ fact sheet to families.

Slides 23-25

Script: As mentioned previously, fluids for children also include milk. Milk is an important source of nutrients for young children as it contains protein, calcium, zinc and vitamin A.

As you can see on the slide, the *Australian Guide to Healthy Eating* recommends that children have 1½ to 2 serves of dairy each day. This means services must provide ¾ to 1 serve of dairy during 8 hours of care (50% of Recommended Dietary Intakes) and 50% needs to be met at home.

The ‘Healthy Eating for Children’ brochure – pictured on this slide can be accessed via the ‘Eat for Health’ website and provides further information on milk and milk product serving sizes for children.

CLICK Did you know ...

- For children under 2 years of age, it is recommended they consume regular full cream milk as this is a time of rapid growth and they need the extra energy/kilojoules that is provided by the fat in the milk.
- For children over 2 years of age, it is recommended reduced fat milk (eg milk that has between 1.4 - 2% fat) – as their growth has slowed down and they are now eating a broader range of foods that contribute to fat and kilojoules.

Importantly, reduced fat milk still contains all the protein, calcium and other vitamins found in full fat milk, just with less fat and kilojoules.

Handout: Perfect opportunity to hand out the ‘Dairy for young children’ fact sheet to families.

Eat more fruit and vegetables

Prior to presenting this key message:

- Visit the Healthy Kids website and print off the ‘Eat more fruit and vegetables’ fact sheet - www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/EatMoreFruitandVeg.pdf
- Access a copy of the Australian Guide to Healthy Eating by visiting

Slides 26-27

Script: Read out the **Healthy Eating Guideline** - Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with the *Australian Dietary Guidelines*.

Why are fruits and vegetables important?

- Supplies dietary fibre and helps prevent constipation
- Great source of vitamins, minerals and antioxidants
- Explore textures, colours and tastes
- Broadens food preferences
- Convenient, healthy snacks
- Develops skills – peeling, chewing
- Long term health benefits

Slide 28-29

Script: As we know the Guidelines states that that food offered to children should be appropriate to the child's age and development, and include a wide variety of nutritious foods consistent with the *Australian Dietary Guidelines*. Knowing the recommended number of serves per day helps to ensure that your child is offered the right amount of the nutritious foods they need.

Ask families: *Do you agree that it can be difficult to know how much food children need to meet their dietary requirement? Discuss.*

Script: How much fruit and vegetables do children need each day? As displayed in the table on the slide, for children aged 2 to 3 years the current recommendation is 1 serve of fruit and 2½ serves of vegetables each day. For children aged 4 to 8 years the current recommendation is 1½ serves of fruit and 4½ serves of vegetables each day.

Services need to ensure children receive 50% of their recommended daily servings of fruit and vegetables during 8 hours care.

Children may like to eat more than the recommended daily serves of fruit and vegetables and this is a better choice than foods high in energy, fat, salt and/or added sugar – “sometimes food”. The remaining 50% of their recommended daily servings need to be met at home.

Ask families: *When it comes to meeting children's fruit needs – do you agree that fruit is usually well-liked by children? Do you think it is because of its natural sweetness?*

A piece of fresh fruit is packed with natural goodness, contains fibre, is unprocessed and comes in its own environmentally friendly packaging. Fresh fruit is a healthier choice than

fruit juice drinks and fruit-based snacks such as fruit bars and fruit straps. These products should not be considered as a substitute for real fruit.

While dried fruit can be counted as part of children's fruit intake, it is recommended that children consume dried fruit only occasionally. Dried fruit is more energy-dense than fresh fruit and tends to stick to children's teeth, increasing the risk of dental decay. It is also easy to overconsume dried fruit.

CLICK When it comes to vegetables it's a different story.

46% of NSW children aged 2 to 8 years are falling short of the recommended daily serves of vegetables.

However, as we just shared, children need to eat more than twice as many vegetables to fruit each day. This is why we need to provide children with plenty of encouragement and lots of opportunities to eat more vegetables.

Reference:

Centre for Epidemiology and Evidence (2014). The Health of Children and Young People in NSW: Report of the Chief Health Officer 2014. Sydney: NSW Ministry of Health.

Slide 30

Script: Eating more fruit and vegies every day can sometimes be a struggle. However, research shows that we're more likely to do so if they're available and ready to eat.

Children may need to try new fruits and vegies up to 10 times before they accept them. So be patient and keep offering to them. It can also help to prepare and serve them in different and creative ways.

Some ways to encourage children to eat more fruits and vegetables include:

- Role model eating different fruits and vegetables.
- Create a fuss-free environment – sit down at mealtimes with your child, turn off any screens and talk to them about their day.
- Make it fun – children often need a lot of encouragement and praise – when your child tries a new vegetable – give them a high five or a 'thumbs up' to let them know you're proud of them.

Activity: Ask participants what they do to encourage their children to eat fruit and vegetables at home.

Some ideas to try:

- It's always a great idea to start with the 'sweeter' vegetables, like carrot, capsicum and cucumber.
- Do you have a vegetable garden – if you do, your child may love to help you grow some vegies or fruit.
- If you are experimenting with new fruits or vegetables – talk to your child about what they are eating – this will help reduce stress during mealtimes.
- Involve the whole family in choosing and preparing fruit and vegies.

- Select fruit and vegies that are in season – they taste better and are usually cheaper.
- Be creative in how you prepare and serve fruit and vegetables - such as raw, sliced, grated, mashed or baked; serve different coloured fruit and vegies or use different serving plates or bowls – see the picture of the mandarin on the screen – it is easy to do and your child will love it!!
- Include fruit and vegies in every meal. For example, add chopped, grated or pureed vegetables to pasta sauces, meat burgers, frittatas, stir-fries and soups, and add fruit to breakfast cereal.
- Snack on fruit and vegies. Try corn on the cob; jacket potato topped with reduced fat cheese; plain popcorn (unbuttered and without sugar or salt coating); chopped vegies with salsa, hummus or yoghurt dips; frozen fruit; or muffins and cakes made with fruit or vegies.
- Try different fruits or vegies on your toast – banana, mushrooms or tomatoes.
- Add chopped or pureed fruit to plain yoghurt.
- Make a fruit smoothie with fresh, frozen or canned (in natural or unsweetened juice) fruit; blend it with reduced fat milk and yoghurt.
- Chop up some fruit or vegie sticks for the lunchbox – if you are cutting up vegies for your dinner – cut up extra and put them into containers with water as it helps them stay crunchy.
- Make fruit-based desserts (such as fruit crumble or baked, poached or stewed fruit) and serve with reduced fat custard.

Handout: Perfect opportunity to hand out the ‘Eat more fruits and vegetables’ fact sheet to families.

Choose healthier snacks

Prior to presenting this key message:

- **Visit the Healthy Kids website and print off the ‘Select healthier snacks’ fact sheet -**
www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/SelectHealthierSnacks.pdf
- **Become familiar with your service’s Nutrition policy. – If you would like to see a sample please visit the resource page of the Healthy Kids website.**
- **Access a copy of the *Australian Guide to Healthy Eating* by visiting -**
www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating
- **Visit the Healthy Kids website and print off the ‘Healthy lunchboxes’ fact sheet**
www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/HealthyLunchboxes.pdf

Slides 31- 32

Script: We will now explore the next *Munch* key message – *Choose healthier snacks*.

The Guideline states that we need to offer meals and snacks at regular and predictable intervals. However, when we are talking about ‘snacks’ it is important to know what types of snacks we should be offering children throughout the day.

Slides 33- 34

Script: Snacks are important for children because they have small stomachs and cannot eat large amounts at once. Snacks need to provide enough kilojoules/energy to keep children going until the next meal and they also help meet children's daily nutritional requirements.

CLICK It is also important that children get into a regular eating routine – that is, 3 meals and 2 or 3 snacks each day – not grazing all day as this will not help them to recognise hunger and prepare them for school when they will have set break times. Getting into a habit of eating healthy snacks can help develop healthy habits from a young age.

Many commercial snacks have lots of kilojoules but are low in nutrients – eg sweet biscuits, cakes, desserts, pastries, lollies, etc. These foods should not be provided as 'everyday' snacks for children, but rather as 'sometimes' snacks. They can often be very expensive too!!

Ask families: *Do you often look at 'snack inspiration' pictures in cookbooks or on the internet and think "I don't have time to do this"?*

Snacks do not have to be complex and time-consuming to make, often the 'simple' snacks are the most popular with children and also cheaper.

Slide 35

Script: Displayed on the screen is a bit of inspiration for you. The 'Healthy Lunchbox Snacks' poster in the middle of the slide (which is available on the Healthy Kids website) is a great visual for children (and adults), as it helps promote healthy snacks and also shows that we don't need to overcomplicate things when making snack.

Activity: What healthy snacks do you prepare at home? (*Encourage discussion with families*)

Here are some tips on how to include healthy snacks in your child's daily food intake:

- When you are preparing your meals the night before, cut up some extra vegetables and place them in a container.
- Have a prep night – for example every Sunday and Wednesday prepare your family snacks for the rest of the week. This can save time and also money!!
- Have fruit available for when your child says they are hungry in-between meals
- Establish a good eating routine with your child – this will avoid grazing throughout the day.
- When shopping at the grocery store, shop around the outer perimeter (this is where the fresh food is located).
- Cut up pieces of apple and squeeze lemon onto it to prevent it from going brown – this means you can put apple slices into small containers for your child's lunchbox.
- Make snacks such as mini quiches, muesli slices and fruit and vegetable muffins and freeze them.

- Cut up reduced fat cheese into cubes or slices and place into a container in the fridge. This can be perfect to add to wholegrain cracker and vegetables sticks.
- Don't have unhealthy snacks in the house (if it's not in the house, you won't be tempted).

Handouts: Perfect opportunity to hand out the 'Healthy lunchbox' fact sheet to families.

Slide 36

Script: The Australian Government has developed the *24 Hour Movement Guidelines* which aim to get children physically active from birth and to build on this throughout the early childhood period with limited time spent being inactive.

These recommendations also include guidance on screen time use.

Get active each day

Prior to presenting this key message:

- Visit the Healthy Kids website and print off the 'Get active each day' fact sheet <https://www.healthykids.nsw.gov.au/downloads/file/campaignsprograms/GetActive.pdf>
- Access your service's Physical Activity policy? – If you would like to see a sample please visit the resource page of the Healthy Kids website.
- Become familiar with the 'New Moves Parent Handout' www.seslhd.health.nsw.gov.au/Planning_and_Population_Health/documents/New_Moves_Parent_Handout.pdf

Slides 37-38

Script: We have explored the *Munch* section and now it is time to explore the *Move* section – the key message is *Get active each day*.

We have looked at the Healthy Eating Guidelines and now we will look at the Physical Activity Guidelines (The Australian 24 Hour Movement Guidelines for the Early Years).

- For healthy development in infants (birth to 1 year), physical activity – particularly supervised interactive floor-based play in safe environments – should be encouraged from birth. This includes at least 30 minutes of tummy time.

Activity: What type of physical activity would that be? (*Encourage group discussion*).

Tummy time – we need to encourage tummy time from birth as it has many benefits for the baby's physical activity.

Handout: Perfect opportunity to handout the 'New Moves Parent Handout' to families.

- Toddlers (1 to 2 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day. For pre-schoolers an hour of this should be energetic play,
- All children (birth to 5 years) should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.

Ask families: *How do you feel about these recommendations? (Encourage discussion)*

The aim for these recommendations is to get children physically active from birth and to build on this throughout the early childhood period with limited time spent being inactive.

Physical activity is a lot of fun and children generally love it!

Ask families: *Do you agree?*

Slides 39-40

Activity: What are the benefits of being physically active? *(Encourage discussion with families.)*

Some benefits include:

- Improves balance, coordination and strength
- Develops and maintains flexibility
- Assists with development of gross motor and fine motor skills and fundamental movement skills
- Improves confidence, self-esteem and social skills
- Improves concentration and thinking skills.

CLICK Activity: Think about a time in your life where you were physically active. It might be now or it might be a long time ago. Remember how you felt when being active? Did you feel any of these benefits mentioned above? *(Encourage discussion with families.)*

To encourage children to engage in more physical activity at home, the best strategy is for families to spend time together being active. Not only does it give your family opportunity to spend time together, but it also helps the whole family's overall wellbeing.

There are often some barriers faced by families when it comes to being physically active together.

Activity: Can you share any barriers you and your family may have faced, when it comes to engaging in physical activity at home? *(Encourage discussion with families.)*

Barriers may include:

- Limited spaces to play – our houses are getting bigger – which means our yards often smaller. Living arrangements such as apartments, units etc make it harder to be physically active
- Safety concerns
- Sedentary lifestyle

- Technological advancements – computers, phones, tablets, etc
- Working families / time poor

Let's look at some ways we can encourage the whole family to get up and get moving!!

Slides 41 – 42

Script: Studies show that children (and adults) are spending more time involved in sedentary behaviour (sitting – playing computer games, watching television), this means they are spending less time being physically active. Knowing this, it is important that we encourage our children to be active but it is also important for everyone to get up and get moving. Embedding physical activity into daily life will benefit your entire family.

Activity: What types of physical activity does your family do together? (*Encourage discussion with families.*)

Share some tips the whole family can enjoy outside:

- Walk or ride a bike or scooter with your child to the local shops or to and from school/preschool.
- Encourage children to help with household chores such as walking the dog, washing the car or gardening.
- Go for a family walk after dinner.
- Keep a football, frisbee, jump rope, scooters or bat and ball in your car at all times, to use whenever the opportunity comes up.
- Research local parks, bushwalking tracks etc.
- Play tennis and soccer together.

CLICK Activity: Looking at the list on the screen, can you tell me if you have any of these objects at home?

I am sure many of you have most of them. Well great news!! You have access to amazing resources you and your child can use to be physically active...in all types of weather, spaces and level of fitness.

Ways you can use these items:

- Masking tape – balance along the line from one end of the house to the other – don't fall off the line or you may fall into the water
- A line drawn with chalk – play hopscotch or stuck in the mud
- Skipping rope – skipping or jumping over and balancing on
- Rolled-up newspaper and balloons – use as a bat and ball inside
- Ice-cream containers – place them on the floor and try to throw little objects inside
- Washing basket – this can turn into a racing car – or even an object to hide under
- Rocks/pebbles – small tree stumps and stepping stones to encourage balance
- Music – dance as a family to all your favourite tunes...and you can play statues
- Cling-wrap cylinders – use as binoculars – now go find some treasure
- Kitchen utensils eg pots/pans, spoons – time to make some noise and dance

- Boxes – you can help build a fort or a racing car or make it into a tunnel. Looking at the picture on the screen you can see how a box, to a child, can be so many amazing things.

So being physically active doesn't have to be expensive or always mean you have to go out somewhere...physical activity is any type of movement.

Turn off the screen and get active

Prior to presenting this key message:

- Visit the Healthy Kids website and print off the 'Reducing young children's screen time' fact sheet
www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/ReducingYoungChildrensScreenTime.pdf
- Access your service's Screen time/technology policy? If you would like to see a sample please visit the resource page of the Healthy Kids website.
- Think about how your service promotes positive screen time, it would be helpful to share this information with families (maybe share photos and documentation with families).

Slides 43- 45

Script: Now it is time to explore the *Monitor* section of the *Munch & Move* program. The last key message is – *Turn off the screen and get active.*

Read out the recommendations:

- Screen time is not recommended for children younger than two years of age. When sedentary, other activities such as reading, singing, puzzles and storytelling with a caregiver is encouraged.
- For children two to five years of age, sedentary screen time (i.e. sitting and watching television or DVDs, or using electronic media or games) should be limited to less than one hour per day.

Ask families: *How do you feel about these recommendations?*

Think about times where you and your family are travelling in the car for long periods of time. How do you encourage more movement?

Now we will explore why these recommendations exist.

Slides 45-46

Script: Read the statistic: 16% of Australian 2 - 4 year olds have at least one screen-based device (eg TV, computer, or game console) in their bedroom.

What habits are we forming now and for the future – we already know that many teenagers retreat to their bedrooms with minimal social contact with their families and a majority of their socialising is already ‘screen based’.

Activity: Do you find that children are becoming more interested in screens rather than being outdoors or socialising?

Reference:

Australian Bureau of Statistics (ABS). Australian Health Survey: Physical Activity, 2011–12. Catalogue No. 4364.0. Canberra: Australian Bureau of Statistics; 2013.

Blue Statistic - Australian Institute of Family Studies (2014). Growing up in Australia. The Longitudinal Study of Australian Children Annual Statistical Report 2013. Melbourne: AIFS.

Statistic in the orange box - Viner RM and Cole TJ. Television Viewing in Early Childhood Predicts Adult Body Mass Index. *Journal of Pediatrics*, 2005, 147:429-435.

Slides 47 - 48

Script: Screen time:

- Reduces time for active play
- Reduces time for social contact with others
- Reduces the opportunities for language development
- Reduces the length of time children can stay focussed
- Can impact on the development of the full range of eye movements – as you know staring at a screen your eyes are focussed on the one framed space.

CLICK Did you know . . .

Get Up & Grow states that ‘screen-based activities for children less than two years of age have not shown to lead to any health, intellectual or language improvements’.

This quote provides further support for ‘no screen time’ for children under 2 years of age. It is important we share this with our friends and family too.

Reference:

Get Up & Grow – Director/Coordinator book - page 74.

Slides 49-50

Script: Have you heard your child say “I’m bored”, especially during wet weather when you’re stuck inside. Well, no need to turn the television on or hand them the tablet, there are many ways that children can be entertained without the use of devices.

- Make a creative cupboard – fill it with craft supplies (pencils, crayons, collage paper, glue etc).
- Have already made playdough in the fridge.
- Your children can help you cook; they could be in charge of measuring the ingredients or even cutting the food using a child friendly knife.
- Large boxes, blankets, pillows etc can be used to make a cubby house inside.
- Go outdoors with your child and ask them to take photos of different objects in the yard.

- No technology during mealtimes – enjoy family time together.
- Have screen free days during the week – rather than turning the television on, play a board game with the family.
- Play I-spy when in the car or play games where children need to point out particular objects – eg black cars, cows, buses, etc.
- Be a positive role model by limiting the use of technology in front of your children.

If you feel your child uses too much technology – use a timer and explain to your child that they can use the technology for a particular time (10 -15 minutes) when the timer goes off, so does the screen.

It is important that we teach children from a young age that we do not need technology to communicate and socialise with others. We need to make sure we are role modelling this key message especially in front of your children. Maybe you could challenge yourself and see if you can reduce the time you spend in front of a screen.

CLICK As the picture on the screen says, “Nobody remembers their best days of television!”.

Slide 51

Script: On the screen are snapshots of a selection of valuable resources – including the *Healthy Kids* website. You will find some useful tips on how to implement the *Munch & Move* key messages at home and simple recipe ideas for you to cook that the entire family will enjoy.

- NSW Health Healthy Kids: www.healthykids.nsw.gov.au
- Make Healthy Normal: www.makehealthynormal.nsw.gov.au
- Parents Voice: <http://parentsvoice.org.au>
- Nude Food: www.nudefoodday.com.au
- Traffic Light Food Tracker: www.opc.org.au/take-action/trafficlightfoodtrackerapp.aspx
- Fresh for Kids: www.freshforkids.com.au
- Heart Foundation: <https://heartfoundation.org.au/healthy-eating>

Slides 52 -53

Script: I would like to thank you for participating in the *Munch & Move* Family Information Session. Does anyone have any questions?

Please remember that there are some really useful resources available for you to access on the Healthy Kids website.

Thank you again and remember to have fun with the *Munch & Move* program at home with your family.