

Examples of how Munch & Move aligns with the National Quality Standard

Quality Area 1: Educational program and practice

Munch & Move can provide children with experiences that actively promote or initiate the investigation of ideas and thinking about healthy eating and physical activity.

Example: Educators may focus on fruit and vegetables, creating a fruit and vegetable garden with the children, and involving them in food preparation and cooking the garden's produce.

Example: Educators may focus on the sports played in the children's community, and discuss ways to implement concepts of these sports into the service program.

Quality Area 2: Children's health and safety

Munch & Move directly relates to Standard 2.1 Health - *Each child's health and physical activity is supported and promoted.* Furthermore, Element 2.1.3 states 'Healthy eating and physical activity are promoted and appropriate for each child'. *Munch & Move* provides a range of learning experiences that promote healthy eating (in line with the *Australian Dietary Guidelines*) and physical activity (in line with the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)*).

Example: Discuss healthy eating with the children at mealtimes, offer a range of foods from different cultures, involve children in setting up the lunch area, create a healthy recipe book, use photos to encourage eating healthy foods and drinking water.

Example: Add *Move* on the daily program for all children, maintaining a balance between planned and spontaneous physical activity and using both indoor and outdoor areas.

Quality Area 3: Physical environment

Munch & Move encourages the use of a range of spaces, equipment and resources to engage children in active play experiences that help develop

movement skills, coordination, balance, flexibility and strength.

Example: Mini Olympics – involve children in the planning and setting up of different activity stations such as long jump, balance beams, skittles, hurdles and beanbag throwing.

Example: Plan a range of active games that can be safely played indoors on adverse weather (rainy) days, maximising the space and equipment available.

Quality Area 4: Staffing arrangements

Munch & Move provides educators with the opportunity to share the knowledge and skills gained through the *Munch & Move* training. There is also a strong emphasis on educators' role modelling appropriate healthy eating, physical activity, and screen time habits to children.

Example: Educators who attend the *Munch & Move* training up-skill other staff members at their service using the 'Staff Development Kit'. Educators can then work together to include *Munch & Move* messages within their service Quality Improvement Plan.

Quality Area 5: Relationships with children

Munch & Move is a flexible and inclusive program that allows educators to adapt learning experiences to suit each child's identity, interests and abilities. This encourages the building of respectful and trusting relationships with the children and ensures all children feel a sense of security and belonging.

Example: Educators are encouraged to provide children with relaxed and positive meal time experiences, by sitting with the children, eating the same meals and talking with the children about food. Educators also respect each child's choice as to how much food they eat.

Example: Educators consistently providing children with positive, constructive feedback that will help improve their performance of each FMS.

Quality Area 6: Collaborative partnerships with families and communities

Munch & Move is committed to building partnerships with families through effective communication and encouraging opportunities for family involvement.

Example: Invite families and the community to attend a family fun day at the service. Families can share their favourite healthy dishes, cook with the children and participate in fun, active games.

Example: The *Munch & Move* key messages are communicated to families using newsletters, fact sheets, day books, photos, notice boards, emails and face to face.

Quality Area 7: Governance and leadership

Munch & Move promotes service leadership and governance of children's healthy eating and physical activity through the provision of resources, tools and follow-up support.

Example: A *Munch & Move* leader is identified and responsible for overseeing the implementation of *Munch & Move* in the service and ensuring that the program key messages are embedded over time. *Munch & Move* activities can be reflected in the service's Quality Improvement Plan.

Example: *Munch & Move* sample policies (breastfeeding, healthy eating and physical activity including screen use) are used to develop or review service policies. The service involves all relevant stakeholders (e.g. staff and families) in this process and the final policies are shared with families.



How Munch & Move aligns with the National Quality Framework



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For further information, please visit the *Munch & Move* pages on the NSW *Healthy Kids* website: www.healthykids.nsw.gov.au



How Munch & Move aligns with the National Quality Framework

Munch & Move is a **free** program offered to all NSW early childhood education and care (ECEC) services. The program aims to promote and encourage children's healthy eating and physical activity and limit screen time.

Munch & Move aligns with the early childhood sector's National Quality Framework (NQF). The following examples demonstrate how *Munch & Move* links with the Early Years Learning Framework (EYLF) and the National Quality Standard (NQS). These examples show how *Munch & Move* could assist your ECEC service to meet the NQF requirements.

Examples of how Munch & Move aligns with the Early Years Learning Framework

EYLF Outcome 1: Children have a strong sense of identity

As children become more aware of healthy food choices and progress in their fundamental movement skills (FMS) development, they experience pride, confidence and self-awareness.

Example: *Munch & Move* offers a range of group movement games and healthy eating learning experiences which help children develop a sense of group belonging and improve their skills in turn taking, cooperation and self-regulation. Children also increase their awareness of the rights and achievements of others.



Example: Capturing children's involvement in *Move* learning experiences (photography/filming), encourages them to celebrate their achievements, build their confidence and share their experiences with others. It also enables children to safely approach new situations with confidence and persistence.

EYLF Outcome 2: Children are connected with and contribute to their world

Children feel part of something special and can develop a genuine respect for diversity and their environment when involved in real-life experiences.

Example: Creating a fruit and vegetable garden encourages caring for a group project and enables children to recognise that they belong to other communities. The garden can be harvested by the children and used to prepare and share healthy snacks and main meals, i.e. lunch.

Example: *Move* provides opportunities to explore cultural backgrounds through games and songs – engaging children in positive conversations about diversity.

EYLF Outcome 3: Children have a strong sense of wellbeing

Munch & Move provides a range of opportunities for children to take an increased responsibility for their own health and physical wellbeing.

Example: *Munch* encourages children to have 'hands-on' healthy cooking experiences – such as preparing/cooking fruit or vegetable skewers, fruit muffins, rice paper rolls or vegetable soup.

Example: Planned and spontaneous FMS experiences allow children to engage in fun active play that is safely and enthusiastically modelled by educators. Early, positive experiences with active play helps provide the foundation for ongoing participation in physical activity and promotes a positive sense of wellbeing.



EYLF Outcome 4: Children are confident and involved learners

Children develop confidence in a variety of skills by being involved in a range of experiences at the service, which can also be encouraged and further developed in the home environment.

Example: Building an obstacle course (varying heights of trestles, planks, tunnels, balancing boards, stepping stones, etc.) and planning with the children the appropriate levels of challenge and risk taking.

Example: Using a variety of water experiments (e.g. colourful celery, watering plants, splashing water onto a path, and sponges) so children can explore and investigate what will happen to the water (plants, path, sponge, etc.). Link the disappearing water in these experiments to water disappearing into our bodies as we drink.

EYLF Outcome 5: Children are effective communicators

Children learn to use a range of non-verbal and verbal communication skills. They also experience a variety of media, helping them gain meaning and an understanding of patterns and symbols.

Example: Reading children's books to draw out and discuss key healthy eating and physical activity messages.

Example: Singing the *Munch & Move* songs with the children and enthusiastically modelling the dance movements.

