



Presenter Notes for the *Munch & Move* Staff Development Kit – Module 1 Program Overview

What to bring to the session:

- A printed copy of the *Munch & Move* Record of Completion
- A printed copy of the reflective practice document
- A copy of the *Munch & Move Resource Manual: Birth to 5 years*

Slide 1:

Welcome to the *Munch & Move Staff Development Kit*.

Slide 2:

The *Munch & Move Staff Development Kit* is a 7 module training tool to up skill all staff at our early childhood education and care (ECEC) service in the *Munch & Move* program.

It is important that we start with this module, to first understand what the *Munch & Move* program is and why we need to embed *Munch & Move* into our service.

Once completed, we can then select the next 6 modules in the order that best meets our training needs. There is 1 module for each *Munch & Move* key message. We'll be learning more about the *Munch & Move* key messages – as displayed in the poster on the slide - in the next slides.

Slide 3:

Each of the 7 training modules of the *Munch & Move Staff Development Kit* follow the same structure:

- Related statistics and research to get our minds thinking about current practices
- Information about the specific key message including a 'green activity box' with a short discussion or brainstorming activity for our team to undertake
- A 'reflective practice' task, and
- The *Munch & Move* resources that our ECEC service can access to assist with embedding the *Munch & Move* program

Each module will run for approximately 20 minutes, with extra time being allocated to completing the 'Reflective Practice' task or viewing the *Munch & Move* resources on the *NSW Healthy Kids* website.

At the end of each module, please sign the 'Record of Completion' to ensure that you have formally documented your participation in the *Munch & Move Staff Development Kit*. **Once all modules have been completed, we will share the record of completion with our Local Health District Support officer to receive a record of completion certificate.**

Now that we have a background about the *Munch & Move Staff Development Kit* and how it works it's time to start our *Munch & Move* journey.

Slide 4:

Munch & Move is a NSW Ministry of Health program. NSW Health places a high priority on promoting healthy eating and active lifestyles and preventing children from becoming overweight or obese, and as a result has developed the *Munch & Move* program.

Munch & Move is a fun, play-based program that promotes children's healthy eating and active play, and limits small screen recreation.



Slide 5:

The *Munch & Move* program aims to:

- Support ECEC services and their educators to promote healthy eating and physical activity for children birth to 5 years of age.
- Increase the healthy eating opportunities provided to children, including increasing the number of healthy eating related learning experiences that children participate in.
- Increase the amount of physical activity that children engage in, with a particular focus on developing children's fundamental movement skills; and
- Reduce small screen time, which is the time spent watching TV and DVDs, playing computer games and using hand-held devices at both the service and at home.

The great thing about the aims of the *Munch & Move* program is they acknowledge that educators are already undertaking many positive practices to encourage children's healthy eating and physical activity within their ECEC services and the idea is to build on these current practices and to inspire and support educators to continuously move forward with promoting children's healthy eating and physical activity using the *Munch & Move* program as a framework.

Slide 6:

To help ECEC services achieve the aims of the *Munch & Move* program, *Munch & Move* is based on six key messages:

- *Encourage & support breastfeeding*
- *Choose water as a drink*
- *Eat more fruit & vegetables*
- *Choose healthier snacks*
- *Get active each day*
- *Turn off the TV & computer and get active*

Importantly, these 6 key messages provide the focus for ECEC services when embedding the *Munch & Move* program into the service and promoting children's healthy eating and physical activity.

Throughout the next 6 modules of the *Munch & Move Staff Development Kit*, we will be exploring how these key messages can be fostered and embedded into our ECEC setting.

It's now time to share the first statistics, as I mentioned earlier, statistics are a great way to get our minds thinking about our current practices.

Slide 7:

'1 in 5 Australian preschoolers are overweight or obese' and '1 in 5 NSW children are overweight or obese at the time they start kindergarten'.

Studies also show that:

- Obese children have a 25-50% chance of progression to adult obesity.
- Obese children are at an increased risk of developing the precursors to cardiovascular disease, including high blood pressure and elevated cholesterol levels, and



- There has also been a rise in Type 2 diabetes in Australian children. Although there is a strong genetic predisposition to type 2 diabetes, the risk is greatly increased when associated with lifestyle factors such as insufficient physical activity and poor diet.

Although these statistics highlight 'overweight' and 'obesity', the *Munch & Move* program does not focus on these. Many children may not be overweight or obese, but have poor eating habits and lead sedentary lifestyles.

So what has changed and why didn't we have these statistics when we were young children?

Slide 8:

On this slide are just some of the reasons why these statistics now exist, this list is by no means exhaustive.

Lots of factors have contributed to this high number of children being overweight or obese, including poor food choices and lack of physical activity. You may agree that we now live in a fast-paced, complex world. Just like the picture on the slide suggests, the 'merry go round' of life is going too fast, we need to slow it down and get back to some basics.

Slide 9:

The great news is that research tells us that 'healthy habits start early' because the key risk factors for poor eating habits and sedentary behaviours can be modified from a young age through positive, health promoting messages and strategies – and that is what *Munch & Move* is all about - 6 positive, health promoting key messages.

Research also tells us that children who develop these healthy eating and physical activity lifestyle habits from a young age are more likely to continue these habits into adulthood.

Slide 10:

Why is it so important that children develop healthy 'lifestyle' habits and what are the benefits?

ACTIVITY:

This is our first 'Green Activity Box' so let's follow the directions in the box and 'Take 2 minutes to discuss the benefits for children of developing healthy eating and physical activity habits'.

(Discuss with your colleagues for 2 minutes)

Slide 11:

In the discussion we may have considered some of the points listed on the slide. There are so many positive benefits for children that eating healthy and being physically active provide.

It's important that we understand the benefits of healthy eating and physical activity, so we understand why it's so essential to embed the *Munch & Move* program into the ECEC setting.

Slide 12:

Services have an important role to play in promoting healthy eating and physical activity to children. Many children attend ECEC services from a young age, in fact the Australian Bureau of Statistics identified that 268,600 children usually attend long day care and preschool in NSW in the week they collected and collated statistics. That's a lot of children and families.



So, an ECEC service is the perfect place to promote appropriate healthy eating and physical activity habits to children and their families at a crucial stage in a child's development - when habits can be modified and developed.

By promoting and supporting children's healthy eating and physical activity, ECEC services are not only meeting NSW Health recommendations for the *Munch & Move* Program, but are importantly meeting ECEC law, regulations, standards and guidelines.

Slide 13:

As mentioned during the previous slide, embedding the *Munch & Move* program into the ECEC service will assist in meeting ECEC law, regulations, standards and guidelines – our sector's *National Quality Framework*.

Looking at the diagram on the slide, ECEC services have a *National Quality Framework* to abide by, as well as the Education & Care Services National Law and Regulations.

Flowing from the *National Quality Framework* and its law and regulations, we have the *National Quality Standard*, which *Munch & Move* assists services to meet the requirements of, which in turn supports the 'Healthy eating guidelines and physical activity recommendations' within *Get Up & Grow* and the documents that inform these guidelines and recommendations.

Also flowing from the *National Quality Standard*, is the *Early Years Learning Framework*, which *Munch & Move* supports the practices, principles and learning outcomes of.

Over the next few slides we will explore the different components of this diagram in more detail.

Slide 14:

Let's focus first on the links between *Munch & Move* and the *National Quality Standard*. *Munch & Move* supports all 7 quality areas of the *National Quality Standard*, but most directly supports Quality Area 2 - Children's health and safety – because flowing from Quality Area 2 – as shown in the blue shaded boxes on the left of the slide - *Munch & Move* will assist the ECEC service in meeting the requirements of Standard 2.1 Health – Each child's health and physical activity is supported and promoted, and its related element – Element 2.1.3 – Healthy lifestyle – Healthy eating and physical activity are promoted and appropriate for each child.

Embedding the *Munch & Move* program into service operations is the perfect way to ensure each child's health and physical activity is supported and promoted. We will explore this in more detail together in later slides.

Please look out for these blue shaded boxes throughout the *Staff Development Kit* as they highlight possible links between *Munch & Move* and the *National Quality Standard*.

Slide 15:

Munch & Move also supports all 5 of the *Early Years Learning Framework* Learning Outcomes – but as shown in the red shaded box on the slide - it is Learning Outcome 3 – Children have a strong sense of wellbeing – that *Munch & Move* has its strongest links with because through embedding *Munch & Move* into the service, children will take increasing responsibility for their own health and physical wellbeing.

Munch & Move also reflects many practices from the *Early Years Learning Framework* – including:



- 'Play-based learning'. Earlier in this module I shared that *Munch & Move* is a fun, 'play-based' program as we all understand that play provides the best vehicle for young children's learning.
- *Munch & Move* also reflects the *Early Years Learning Framework* practices 'intentional teaching' and 'scaffolding'. As educators we need to intentionally plan and implement with the children healthy eating and physical activity learning experiences that scaffold their learning. For example, intentionally teaching a favourite song with more movement added.

Again, please look out for these red shaded boxes throughout the *Staff Development Kit* as they highlight links between *Munch & Move* and the *Early Years Learning Framework*.

Slide 16:

Let's now focus on the documents that flow from the *National Quality Standard* and inform the *Munch & Move* program.

Slide 17:

Get Up & Grow is a Commonwealth Government document referred to in Standard 2.1 – Health of the *National Quality Standard* that provides 'Healthy eating guidelines and physical activity recommendations for early childhood settings'. Importantly, these 'Healthy eating guidelines' and 'Physical activity recommendations' inform the *Munch & Move* key messages.

Please look out for the orange outlined boxes throughout the *Staff Development Kit* demonstrating how these guidelines and recommendations are embedded in the *Munch & Move* program.

Listed on the slide now are the 10 'Healthy eating guidelines'.

Slide 18:

Listed on this slide are the 5 'Physical activity recommendations'.

We will be exploring the 10 'Healthy eating guidelines' and 5 'Physical activity recommendations' as we go through the 'key message' modules.

Slide 19:

The Australian Government Department of Health has developed the *Australian 24-Hour Movement Guidelines for the Early Years (Birth - 5years)*. This builds on the *Get Up and Grow* recommendations.

Slide 20:

The *Australian Dietary Guidelines* are referred to in *National Quality Standard* Standard 2.1 – Health, specifically Element 2.1.3 – Healthy lifestyle - as shown in the blue shaded boxes on the slide – where there is also a reference to *Get Up & Grow*. Also, as you can see in the orange outlined box on the slide, the *Australian Dietary Guidelines* are referred to in the 'Healthy eating guidelines'.

Shown on the left of the slide is the *Australian Guide to Healthy Eating (AGTHE)* model - often referred to as the 'Healthy food plate' - it is based on the *Australian Dietary Guidelines* and provides a basis for healthy eating.

The 'Healthy food plate' shows the proportions of foods that should be consumed each day from each of the basic food groups – these foods are positioned on the plate because they are 'everyday' foods that should make up the majority of our daily food intake. It is also recommended that we choose water as a drink.



The foods positioned outside the 'plate' in the bottom left hand corner we are reminded to use only small amounts of. The foods positioned outside the 'plate' in the bottom right hand corner are regarded as 'sometimes' foods – as they are lacking in nutritional value and are not essential to provide the nutrients our bodies need and should only be consumed 'sometimes' and in small amounts.

The *Australian Dietary Guidelines* and the 'Healthy food plate' inform the *Munch* key messages.

Slide 21:

Another resource that informs us about healthy eating for children and guides the *Munch* key messages is *Caring for Children: Birth to 5 years*.

This resource reflects the *Infant Feeding Guidelines* (2012) and *Australian Dietary Guidelines* (2013) - and also has the *Munch & Move* program embedded. This resource can be accessed via the *NSW Healthy Kids* website and includes menu planning and lunchbox checklists, sample menus, recipes and suggested learning experiences.

Slide 22:

Now that we have discovered how the *Munch & Move* program aligns with and supports our sector's *National Quality Framework* it's time to explore what embedding *Munch & Move* into the ECEC service actually means.

When it comes to embedding *Munch & Move* into the service, there are 3 key areas to focus upon - everyday curriculum, role modelling and families – which we will explore in more detail over the next slides – these 3 key areas will ensure any *Munch & Move* changes are sustainable and is a 'whole of service' approach..

Remember, embedding *Munch & Move* into the ECEC service will help meet the requirements of *National Quality Standard*, Standard 2.1 – Health: Each child's health and physical activity is supported and promoted.

Importantly, the *Munch & Move* program is not 'one size fits all' – so embedding *Munch & Move* must reflect the service's children, families, staff, available resources and local community.

Slide 23:

Let's start with 'everyday curriculum'.

Munch & Move is not a program that sits out on its own and only happens Tuesday morning and Thursday afternoon for example – that's not embedding. *Munch & Move* is for all children; embed means 'consistently' and 'constantly'.

The idea is to embed the *Munch & Move* key messages into the ECEC service's everyday curriculum so it becomes part of everyday practices. And as stated in the *Early Years Learning Framework* red shaded box on the slide 'Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'.

The *Munch & Move* program resources provide many ideas to assist services with embedding *Munch & Move* into the everyday curriculum - including ideas for play-based healthy eating and physically active learning experiences that educators can use to intentionally plan and teach *Munch & Move* related learning experiences.



Importantly, all suggested *Munch & Move* learning experiences within the *Munch & Move* resources can easily be adapted to meet the identity, interests and abilities of the children, as the educator scaffolds the children's learning from the 'known' to the 'unknown'. Educators also need to be aware of the 'spontaneous' teachable moments to promote *Munch & Move*.

When undertaking *Munch & Move* learning experiences with the children, educators must remember to link discussions back to the program key messages. For example, the service has a vegetable garden which the children created with us – and you have intentionally planned a *Munch* learning experience to plant some vegetables which the children have shown a curiosity about – while undertaking this learning experience you link the conversation to the *Munch & Move* key message *Eat more fruit & vegetables* – simple – and later in the day it starts to rain – and you use this spontaneous opportunity to make links to the 'vegetable garden' needing water to drink, the same as we need water to drink – linking to the *Munch & Move* key message *Choose water as a drink*.

The photos on the slide provide examples of how the *Munch & Move* key messages can simply, but intentionally, be embedded in the program for children.

Slide 24:

Role modelling is so powerful, we know that children learn through role modelling and while the children are in our service we are their role models for healthy eating and physical activity – and we are also role modelling to our colleagues, families and anyone who enters our service. Remember it's not just what you do that counts, but the way you say it and the attitude that goes with it.

The photos on the slide demonstrate role modelling in action. The blue shaded boxes on the slide show the strong links between 'role modelling' and Element 2.1.3 – Healthy lifestyle.

Slide 25:

Last but not least – families are the third key area to focus upon when embedding *Munch & Move* into the ECEC service. Families are the first teachers of their children, so it is important that we develop secure, respectful and reciprocal relationships not only with the children in our care, but also with their families.

ECEC services need to work closely with families so they understand what the service is trying to promote and achieve through *Munch & Move* and importantly why. If you understand the reasoning behind something, you are more likely to join in and participate.

The *Early Years Learning Framework* principle 'partnerships' states it beautifully – *Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families*. So services need to establish true partnerships with families about the *Munch & Move* program. This way we can encourage families to also model the same messages and behaviours at home.

As we go through each of the *Staff Development Kit* 'key message' modules, we need to be mindful of how we can communicate with families, involve them as much as possible and support them to change behaviours and practices at home. For example, invite families to participate in policy development and review, invite families to participate in *Munch & Move* activities, invite families to share healthy recipes etc.

Slide 26:

On the slide are some examples of how a service can share *Munch & Move* with families and the links to the *National Quality Standard*. Simple, yet effective – it's all embedding *Munch & Move* into the ECEC service. For example, you could hold a Healthy Eating and Active Play Family Information Session using the handouts and presentation available on *the NSW Healthy Kids Website*.



Slide 27:

Just a reminder that we need to consider safety at all times, and abide by all *National Quality Framework* requirements.

Slide 28:

At the conclusion of each 'key message' module we will be undertaking a 'Reflective Practice' task. One of the *Early Years Learning Framework* principles is 'Ongoing learning and reflective practice', so we need to look back and reflect so we can move forward with what we have learnt through our reflection. That's why it's important to honestly and critically reflect upon the questions on the slide. These reflections will give the service a starting point for embedding the *Munch & Move* program and will promote related professional conversations. Once we have completed the 'Reflective Practice' task for each of the 'key message' modules, we can then transfer any identified 'areas for improvement' onto our service's *Quality Improvement Plan* – especially for *National Quality Standard*, Standard 2.1 - Health and it's related Element 2.1.3 – Healthy lifestyle.

An action plan template has been developed to help services identify and plan the steps involved in embedding the *Munch & Move* key messages and can be found with the *Staff Development Kit* on the *NSW Healthy Kids* website for your reference.

Slide 29:

Munch & Move has many fabulous program resources that we can access and use to embed the program into our service.

The service already has a hardcopy of the *Munch & Move Resource Manual: Birth to 5 years* – but there is also a poster and fact sheets which are a great way to promote *Munch & Move* to families, as well as related brochures, information sheets, a music CD and fundamental movement skills videos, cards and lanyards.

Other than the *Resource Manual*, all of the *Munch & Move* program resources can be viewed and downloaded via the *NSW Healthy Kids* website. The *NSW Healthy Kids* website is the host site for the *Munch & Move* program. The *NSW Healthy Kids* web address is on the back cover of the *Resource Manual*, as well as on this slide.

Slide 30:

Congratulations, we have completed *Module 1 Program Overview!* So, what happens now?

Firstly, we need to ensure the 'Record of Completion' is finalised for this module.

Secondly, now that we have completed *Module 1 Program Overview* we can select any of the 6 'key message' modules in the order that best meets the *Munch & Move* training needs of our service. Remember, there is 1 module for each *Munch & Move* key message, so let's schedule a date and time to share these modules.