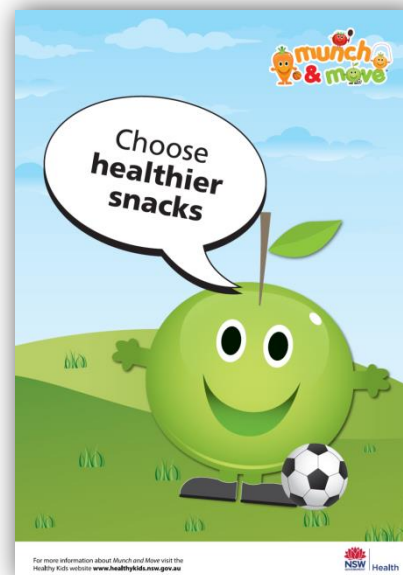




# Staff Development Kit: Choose healthier snacks



# Statistics . . .



## Only sometimes and in small amounts



In NSW, 60% of preschool age children's lunchboxes contain more than one serve of 'sometimes' foods and drinks



# Why healthier snacks (midmeals)?

## Healthy Eating Guideline

Offer meals and snacks at regular and predictable intervals.



- ⇒ Children have small stomachs and need to eat small amounts more often than adults.
- ⇒ Snacks are as important as meals in meeting children's nutritional needs and maintaining their energy levels.
- ⇒ Children need a regular daily eating routine that ideally includes 3 meals and 2 or 3 snacks.



# Best choices for healthy snacks . . .

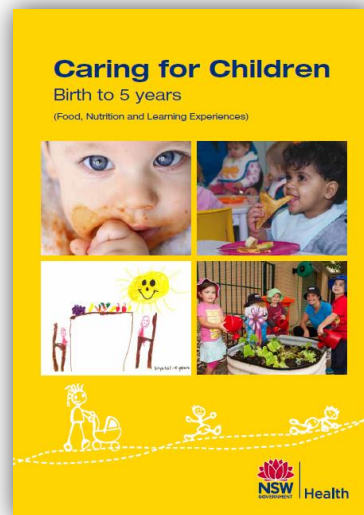
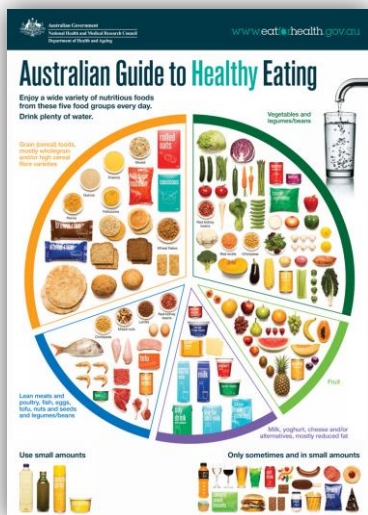


Bread & cereals

Fruit

Vegetables

Dairy



## Morning and Afternoon Tea (Midmeals)

- Midmeals are planned on the menu as part of the total day's intake ☐
- Milk, cheese, yoghurt or custard is included if necessary to meet the recommended daily serve ☐
- Bread/cereal based foods are included if necessary to meet the recommended daily number of serves ☐
- Vegetables and fruit are included if necessary to meet the recommended daily number of serves ☐

## Healthy snacks:

- ✓ Everyday foods
- ✓ Help meet 50% of daily nutritional needs
- ✓ Substantial
- ✓ Simple
- ✓ Variety

# Celebrations!



## Activity:

Take 2 minutes to brainstorm 'How does your ECEC service ensure food provided during excursions and other special events meet the dietary and nutritional requirements of each child?

(Adapted from questions to guide reflection on practice for Standard 2.1 Health – 2.1.3 - Healthy lifestyles )

### **NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:**

Educators engaging children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy, balanced lifestyles.

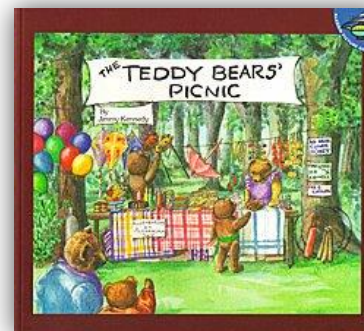
# Did you consider . . .



## Activity:

Take 2 minutes to brainstorm 'How does your ECEC service ensure food provided during excursions and other special events meet the dietary and nutritional requirements of each child?

(Adapted from questions to guide reflection on practice for Standard 2.1 Health – 2.1.3 - Healthy lifestyles )



### Standard 2.1 - Health

Each child's health and physical activity is supported and promoted.

### Element 6.2.3 – Community engagement

The service builds relationships and engages with its local community.

### EYLF – Practice

*Intentional teaching.*  
Educators plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.



# Keeping mealtimes positive!



## Healthy Eating Guideline

Plan mealtimes to be positive, relaxed and social.

## Healthy Eating Guideline

Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat.



### NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Educators sitting with children and modelling, implementing and reinforcing healthy eating and nutrition practices with children during mealtimes.

### NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Furniture and utensils that are age appropriate and encourage children to be positively involved in and enjoy mealtimes.

### NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Engaging children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy, balanced lifestyles.

### NQS - Element 5.1.1 – Positive educator to child interactions:

Educators sitting and engaging in relaxed and unhurried two way conversations with children, particularly at mealtimes.

### NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Educators never using food to reward or punish children.





# Introducing children to new foods

## Healthy Eating Guideline

Encourage children to try different food types and textures in a positive eating environment.



- ✓ Serve a new food with a favourite or familiar food.
- ✓ Present new foods in different ways.
- ✓ Allow children to explore new foods.
- ✓ Discuss new foods with the children.
- ✓ Give positive feedback.
- ✓ Involve children in food preparation experiences.
- ✓ Eat with the children.
- ✓ Share information with families.

### NQS - Assessment guide for meeting Element 2.1.3 – Healthy lifestyle:

Educators encouraging children to eat healthy food without requiring them to eat food they don't like or to eat more than they need, including supporting children to recognise when they are hungry or 'full'.

### EYLF - Principles

*Respect for diversity.* Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families.



# Reflective practice . . .



**Activity:** Take 5 minutes to begin this 'reflective practice' task for *Choose healthier snacks* . . .

- How do educators learn about the *Australian Dietary Guidelines* and the *Healthy Eating Guidelines*?
- How are educators upskilled to ensure they understand what foods are the best choices for healthier snacks?
- How are children encouraged to eat / try a variety of healthy snacks?
- How are healthy snacks/midmeals provided to help meet children's daily nutritional needs (planned on the menu or in lunchboxes)?
- What *Choose healthier snacks* learning experiences are intentionally planned in the program for children each day?
- How are 'spontaneous' opportunities used to promote *Choose healthier snacks* with the children?
- What types of documentation does your service use to reflect *Choose healthier snacks*?
- How is the importance of *Choose healthier snacks* communicated with families?
- How does the service work collaboratively with families to ensure that food offered is culturally appropriate and meets any special dietary requirements?
- How is *Choose healthier snacks* reflected in service fundraising and/or celebrations?
- How do educators promote a relaxed and enjoyable environment for mealtimes?
- How often do educators sit with children and model healthy eating during mealtimes?



# Resources to promote healthier snacks



## NQS – Exceeding guidance for Standard 2.1 – Health - Practice is embedded in service operations

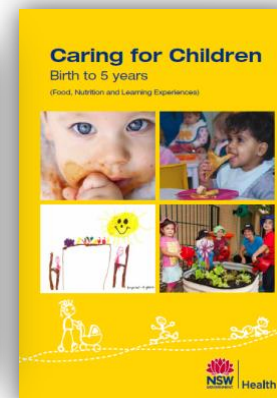
Actively promote healthy eating, physical activity, and effective hygiene practices in the delivery of the daily program

## NQS – Exceeding guidance for Standard 2.1 – Health – Practice is informed by critical reflection

Seek out and consider alternate ways of supporting each child's health and activity needs, and make changes where opportunities to further enhance children's outcomes are identified



[www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)



## NQS – Exceeding guidance for Standard 2.1 – Health – Practice is shaped by meaningful engagement with families and/or the community

Proactively promote children's health and physical activity with families and the community



# Staff Development Kit



**Congratulations your ECEC service has completed  
*Choose healthier snacks!***

**What's next?**

- Please ensure the *Record of Completion* is finalised for this module
- Link the *Reflective Practice* task to your service's *Quality Improvement Plan*
- Select which 'key message' module you will share next and schedule a date and time
- **Happy Munching & Moving!**



The NSW Ministry of Health wishes to acknowledge the Early Childhood Training and Resource Centre (ECTARC) for their contribution to the development of the *Munch & Move* Staff Development Kit.