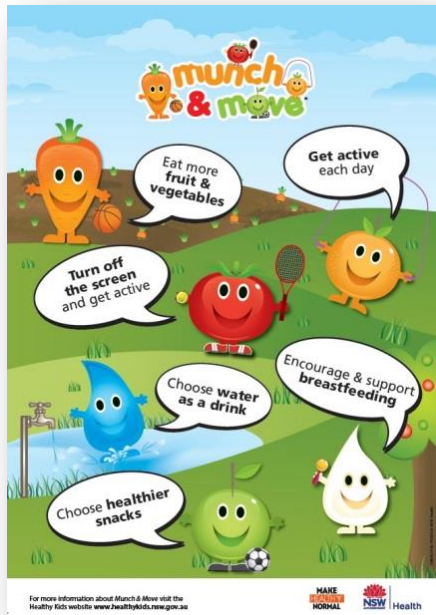




# Staff Development Kit



## *Module 1* *Program Overview*

# What is the *Munch & Move* Staff Development Kit?



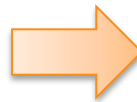
## *Munch & Move Staff Development Kit*



### *Module 1 Program Overview*



**+ 6 Modules**  
**(1 x module for each**  
***Munch & Move***  
**key message)**



The logo for 'munch & move' features three anthropomorphic food items: a carrot on the left, a strawberry in the middle, and a lime on the right. The word 'munch' is written in orange, '&' in red, and 'move' in green.

**munch & move**

Eat more fruit & vegetables

Get active each day

Turn off the screen and get active

Choose water to drink

Encourage & support breastfeeding

Choose healthier snacks

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 Health and Human Services | www.hhs.gov  
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**20 min**

- ## Record of Completion

[illegible]

# What is *Munch & Move*?



*A fun, play-based program that promotes children's healthy eating and active play and reduces small screen recreation.*



# Aims of *Munch & Move*



Build on current practices and to inspire and support educators to expand the areas of:



Encouraging  
Healthy Eating



Encouraging  
Active Play



Limiting Small  
Screen Recreation



# Munch & Move Key Messages



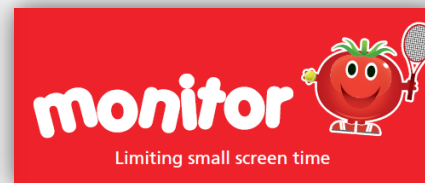
Encouraging healthy eating

- Encourage & support breastfeeding
- Choose water as a drink
- Eat more fruit & vegetables
- Choose healthier snacks



Encouraging active play

- Get active each day



Limiting small screen time

- Turn off the screen and get active

# Statistics . . .



Obese children have a 25-50% chance of progression to adult obesity.

# Why do these statistics exist?



- Heavily marketed nutrient-poor foods
- Limited spaces to play
- Over scheduled children
- Private car transportation
- Safety concerns
- Sedentary lifestyle
- Technological advancements
- The availability of various baby equipment
- Working families / time poor





# *Great news!*

## Healthy habits start early!



Key risk factors for poor eating habits and sedentary behaviours can be modified from an early age through positive, health promoting messages and strategies . . .



. . . Children who develop healthy eating and activity habits from a young age are more likely to **CONTINUE THESE HABITS IN THE LONG TERM** – contributing to ongoing health and wellbeing.

# What are the benefits?



## Activity:

Take 2 minutes to discuss the benefits for children of developing healthy eating and physical activity habits . . .





# Did you consider . . .

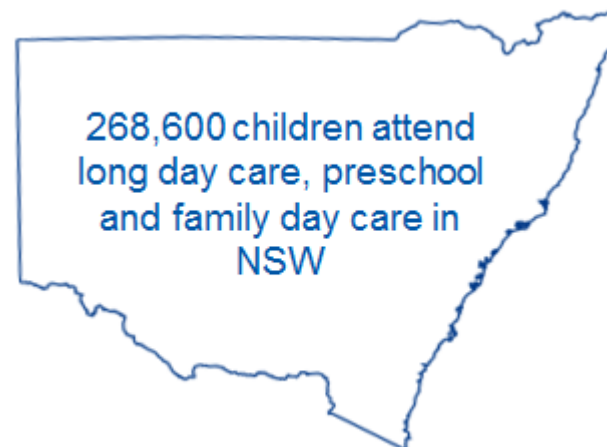


- Healthy growth and development
- Nutritionally balanced eating pattern
- Strong bones and muscles
- Social skills
- Physical skills – balance, coordination, strength, flexibility, gross motor and fundamental movement skills
- Healthy weight range
- Cardiovascular fitness
- Energy
- Improves confidence and self esteem
- Physical activity promotes competence and autonomy
- Psychological wellbeing
- Cultural awareness
- Physical activity is for everyone!



# Guess what?

## ECEC services have a role to play!



- Great place to reach children and their families
- Meeting NSW Health recommendations
- Meeting ECEC law, regulations, standards and guidelines



The % of NSW children 5 to 16 years who are overweight or obese:



2012 = 26.5%  
2016 = 22%

***Together, we can make a difference!***

# M&M and the *National Quality Framework*



## The National Quality Framework

Education and Care Services National Law

Education and Care Services National Regulations

National Quality Standard

Approved Learning Frameworks

Assessment and rating process  
by the regulatory authority

QA1 Educational program and practice

QA2 Children's health and safety

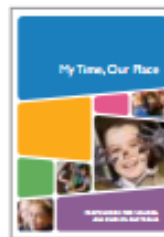
QA3 Physical environment

QA4 Staffing arrangements

QA5 Relationships with children

QA6 Collaborative partnerships with families and communities

QA7 Governance and leadership



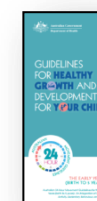
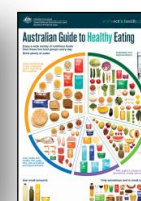
Excellent (awarded by ACECQA)

Exceeding National Quality Standard

Meeting National Quality Standard

Working Towards National Quality Standard

Significant Improvement Required





# M&M and the National Quality Framework



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Excellent (awarded by ACECQA)

Exceeding National Quality Standard

Meeting National Quality Standard

Working Towards National Quality Standard

Significant Improvement Required

### Standard 2.1 - Health

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

### Element 2.1.3 – Healthy Lifestyle

Healthy eating and physical activity are promoted and appropriate for each child.

### 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



# M&M and the National Quality Framework



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- QA2 Children's health and safety
- QA3 Physical environment
- QA4 Staffing arrangements
- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities
- QA7 Governance and leadership



Excellent (awarded by ACECQA)  
Exceeding National Quality Standard  
Meeting National Quality Standard  
Working Towards National Quality Standard  
Significant Improvement Required

### Standard 2.1 - Health

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

### Element 2.1.3 – Healthy Lifestyle

Healthy eating and physical activity are promoted and appropriate for each child.

### EYLF – Practice

Recognises the importance of intentional teaching, where educators are deliberate, purposeful and thoughtful in their decisions and actions to scaffold the children's existing knowledge and skills.

### EYLF - Practice

A strong emphasis on play-based learning.

### EYLF – LO 3

*Children have a strong sense of wellbeing.*  
Children take increasing responsibility for their own health and physical wellbeing.



# M&M and the National Quality Framework



## The National Quality Framework

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- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities
- QA7 Governance and leadership

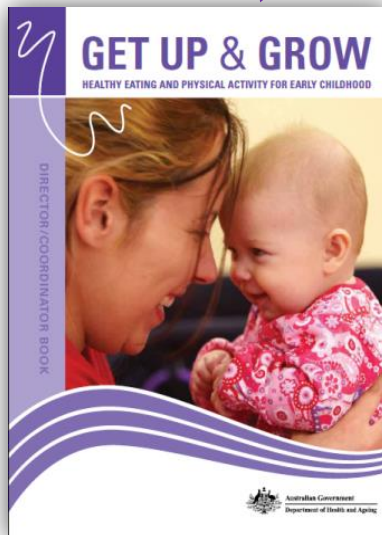


Excellent (awarded by ACECQA)  
Exceeding National Quality Standard  
Meeting National Quality Standard  
Working Towards National Quality Standard  
Significant Improvement Required

Let's now  
focus on these  
documents that  
inform *M&M*



# Healthy Eating Guidelines for Early Childhood Settings



## HEALTHY EATING GUIDELINES

Healthy eating guideline 1: 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.

Healthy eating guideline 2: If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.

Healthy eating guideline 3: Introduce suitable solid foods at around six months.

Healthy eating guideline 4: 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* (see page 3).

Healthy eating guideline 5: Provide water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.

Healthy eating guideline 6: Plan mealtimes to be positive, relaxed and social.

Healthy eating guideline 7: Encourage children to try different food types and textures in a positive eating environment.

Healthy eating guideline 8: Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat.

Healthy eating guideline 9: Offer meals and snacks at regular and predictable intervals.

Healthy eating guideline 10: Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.

# Physical Activity Recommendations for Children Birth to 5 years of age



## PHYSICAL ACTIVITY RECOMMENDATIONS

Recommendation: For healthy development in infants (birth to 1 year), physical activity – particularly supervised floor-based play in safe environments – should be encouraged from birth.

Recommendation: Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be physically active every day for at least three hours, spread throughout the day.

Recommendation: Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer and other electronic games).

Recommendation: For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than one hour per day.

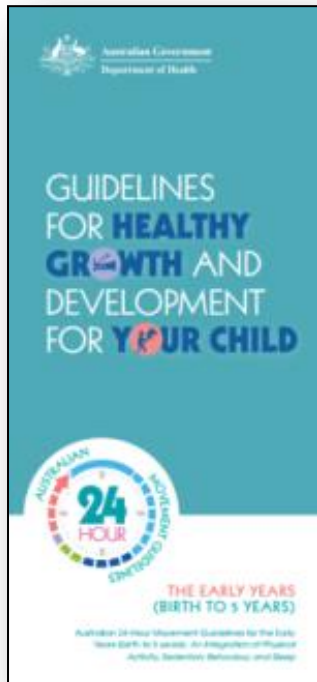
Recommendation: Infants, toddlers and pre-schoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – with the exception of sleeping.



- ✓ Evidence-based
- ✓ Linked to NQS Quality Area 2 - Children's Health & Safety, Standard 2.1 - Health, Element 2.1.3 - Healthy Lifestyle.
- ✓ Shown in **orange outlined boxes** within this *Staff Development Kit*.



# The Australian 24-hour Movement Guidelines



Don't be restricted by your environment – you can be safe and active in all seasons, in all weather, indoors, and outdoors. Remember play can involve other children, adults or the child alone.

Encourage children to try a range of activities including obstacle courses (for walkers, crawlers or shufflers!), tips, hide and seek, dancing and skipping. Practice activities like catching, kicking or throwing, but remember, slower paced activities such as puzzles, painting, water play, singing or craft are just as important.

**WHAT ABOUT SLEEP?**

Sleep is essential for a healthy child: a well-rested child is an active child, and an active child is a well-rested child. Sleep can be assisted through developing healthy hygiene patterns in the early years, including consistent bedtimes and wake up times, as well as calming bedtime routines.

**BABIES (INFANTS) UNDER 1 YEAR OF AGE**

- Physical activity:** Being physically active several times a day in a variety of ways, particularly through supervised interactive floor-based play, including crawling; more is better. For those not yet mobile, this includes at least 30 minutes of tummy time, which includes reaching and grasping, pushing and pulling, spread throughout the day while awake;
- Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged; and
- Sleep:** 14 to 17 hours (for those aged 0–3 months) and 12 to 16 hours (for those aged 4–11 months) of good quality sleep, including naps.

**TODDLERS (1–2 YEARS)**

- Physical activity:** At least 180 minutes spent in a variety of physical activities, including energetic play, spread throughout the day; more is better;
- Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged; and
- Sleep:** 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.

**TIP!** Getting the right amount of sleep, and replacing time spent sitting with more energetic play, can provide greater health benefits.

**PRE-SCHOOLERS (3–5 YEARS)**

- Physical activity:** At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better;
- Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged; and
- Sleep:** 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times.

If you're not sure where to begin, don't worry, you don't have to change everything within a day. Begin to add more movement, engaging quiet play and sleep over time.

While changing a routine may seem difficult, parents can make positive changes, gradually helping their child to be healthier, happier, smarter and stronger.

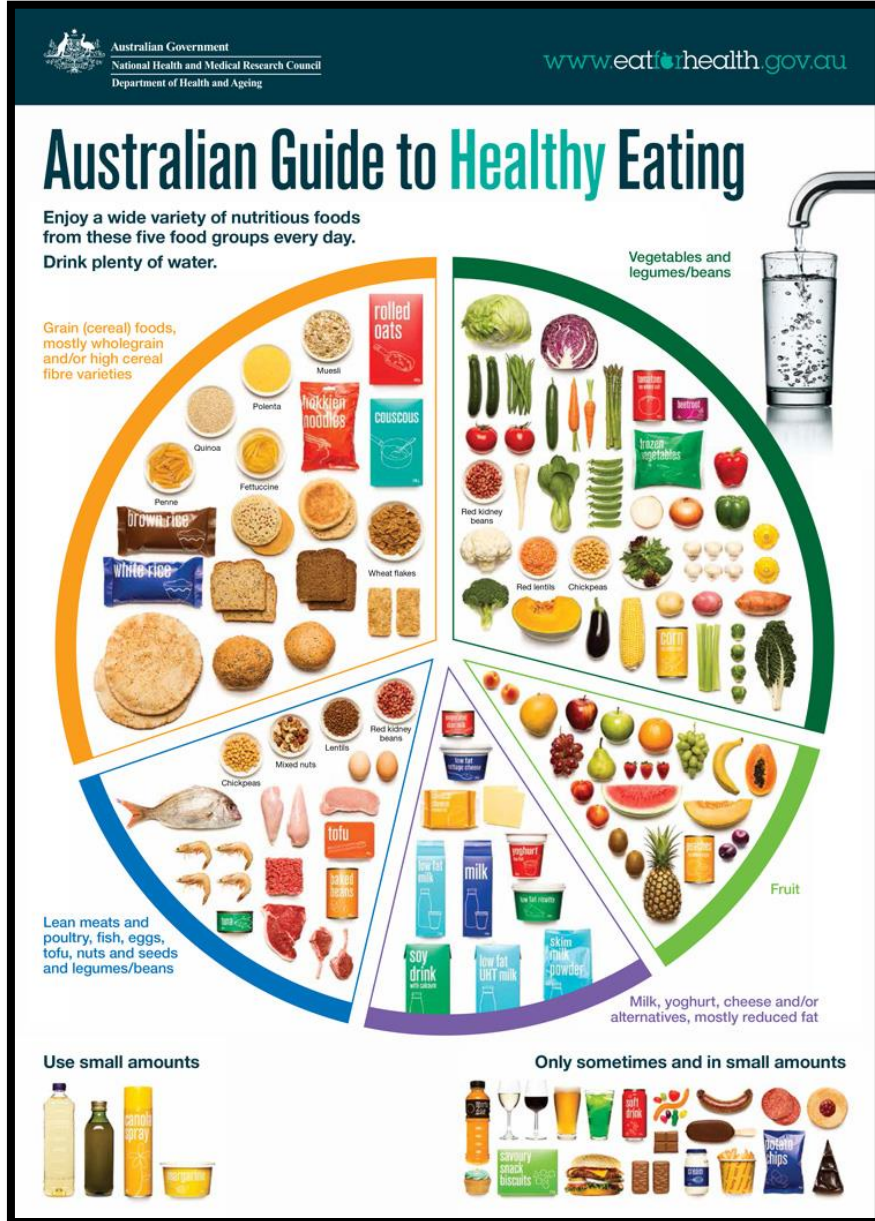
**TIP!** Unsupervised use of screens while a child is sedentary for long periods of time, can lead to language delays, reduced attention spans, lower levels of school readiness and poorer decision-making. This is due to the child's reduced social interaction with parents and carers. Quality sedentary behaviour like reading, storytelling and puzzles support healthier growth and development.

Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)

An Integration of Physical Activity, Sedentary Behaviour, and Sleep

- ✓ Evidence-based
- ✓ Builds on the *Get Up and Grow* recommendations .

# Australian Guide to Healthy Eating



## 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**.

❖ Provides a basis for healthy eating

### NQS - Assessment guide for meeting Element 2.1.3:

Children being provided with food that is consistent with the: Australian Government guidelines *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*, and/or *Dietary Guidelines for Children and Adolescents in Australia*.

### NQS - Assessment guide for meeting Element 2.1.3:

Where the food is brought from home, how the service encourages families to provide food that is consistent with the Australian Government guidelines (*Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*, and/or *Dietary Guidelines for Children and Adolescents in Australia*).

# Caring for Children: Birth to 5 years



## Caring for Children

Birth to 5 years

(Food, Nutrition and Learning Experiences)



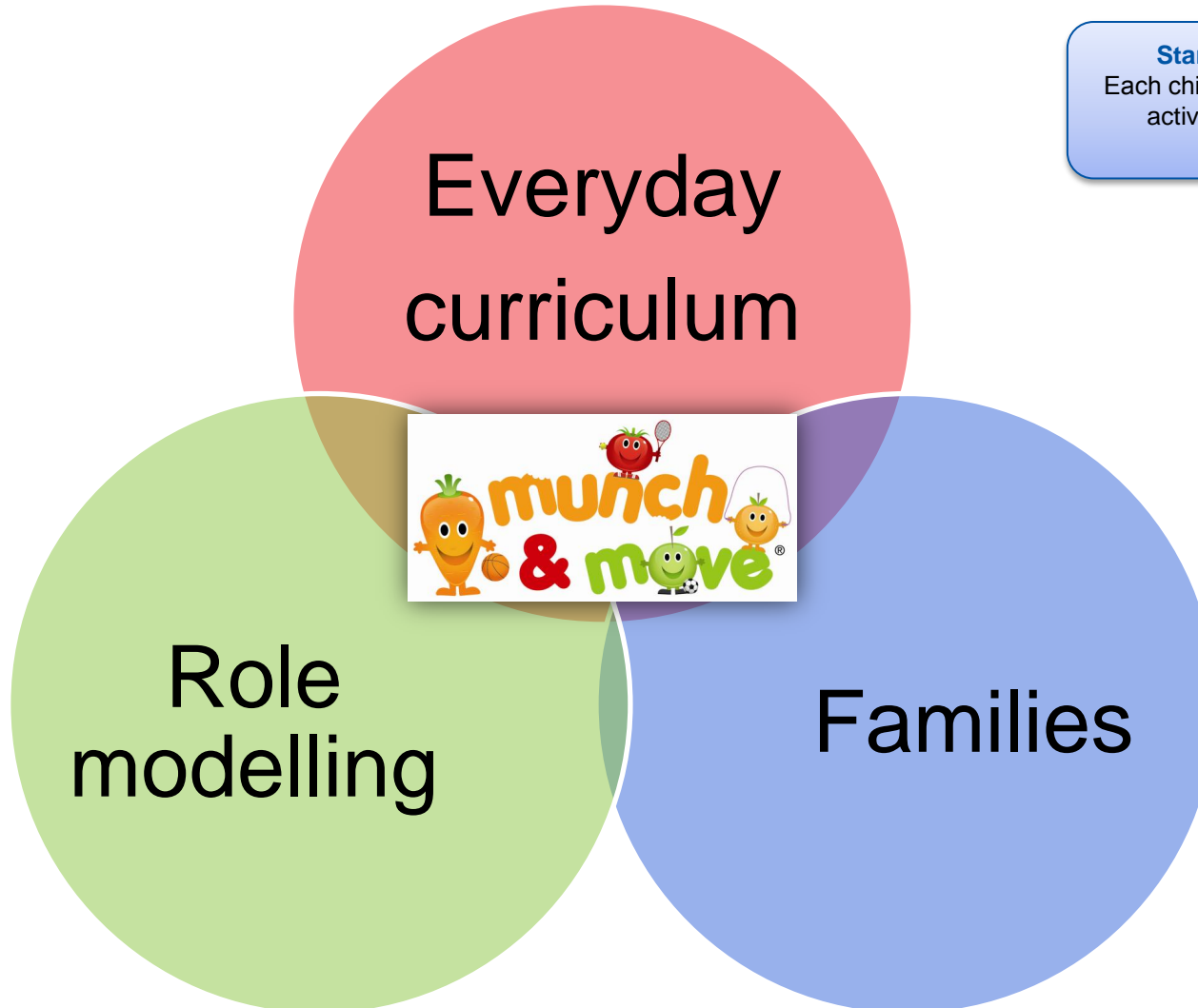
- *Munch & Move* embedded
- Menu Planning Checklists
- Lunchbox Checklists
- Ideas for packing lunchboxes
- Sample daily menus
- Recipes for 40 children
- Learning experiences

# Embedding *M&M* into the ECEC service . . .



## Standard 2.1 - Health

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







## Everyday curriculum

- Intentionally plan *Munch & Move* learning experiences throughout the program.
- Use spontaneous opportunities to promote *Munch & Move*.
- Link discussions back to the *Munch & Move* key messages.



### EYLF – Elements

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.

### EYLF – Practice

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

### NQS – Element 1.2.2 - Responsive teaching and scaffolding

Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.





## Role modelling

**NQS - Assessment guide for meeting**

**Element 2.1.3 – Healthy lifestyle:**

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

***You can encourage healthy habits by practicing them yourself!***



**NQS - Assessment guide for meeting**

**Element 2.1.3 – Healthy lifestyle:**

Educators becoming involved and demonstrating enjoyment in children's physical activity.

### EYLF - Principles

*Partnerships.* Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.

# Families

**NQS - Assessment guide for meeting Element 6.1.2 – Parents views are respected**  
The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.



- Families are the first teachers of their children.
- The ECEC service needs to work in close partnership with families so they understand what the service is trying to achieve with *Munch & Move* and why.
- Recognise existing knowledge, skills and experience.
- Invite families to participate in activities.
- Engage families in policy development.
- Use the *Munch & Move* resources!



# Sharing *M&M* with families . . .



## NQS - Assessment guide for meeting Element 6.1.3 – Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing

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

Evidence that information about the importance of physical activity to children's health and development is communicated to families.



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

Resources for families and children on healthy eating and referrals to further information.

## EYLF

Children thrive when families and educators work together in partnership to support young children's learning.



## Healthy Eating and Active Play Family Information Session



# Also consider *safety* . . .



## Healthy Eating Guideline

Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.

## Education and Care Services National Law and Regulations

- Always follow safe food handling practices
- Manage food allergies and intolerances and special diets
- Avoid choking-risk foods
- Children should always be seated and supervised while eating
- Ensure the environment supports safe, active play, minimising the risk of injury or accident to children, families and visitors.



### NQS - Assessment guide for meeting Element 2.1.2 – Health practices and procedures:

Hygiene practices that reflect current research and advice from recognised health authorities

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

Indoor and outdoor areas that are organised in ways to promote safe physical play and activity for children of different age groups and capabilities.

### NQS - Assessment guide for meeting Element 1.2.2 – Responsive teaching and scaffolding

Plan learning environments with appropriate levels of challenge, where children are encouraged to explore, experiment and take appropriate risks in their learning.

### NQS – Assessment guide for meeting Element 2.2.1 - Supervision

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

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

Eating food that is 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.

### NQS – 2.1 – Health

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



# Reflective practice . . .



Each of the 6 'key message' modules include a 'reflective practice' task to understand what *Munch & Move* looks like 'right now' in everyday practices in your ECEC service?



## Key improvements sought for : Quality Area 2- Children's Health and Safety

Standard 2.1 - Health

Element 2.1.3 – Healthy lifestyle

- Each child's health and physical activity is supported and promoted
- Healthy eating and physical activity are promoted and appropriate for each child.

Identified Issues /  
Areas for Improvement

- 
- 
- 

**NQS – Element 7.2.1 –  
Continuous assessment:**

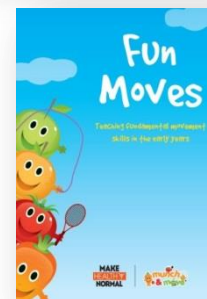
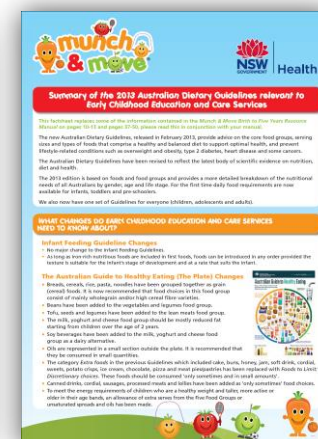
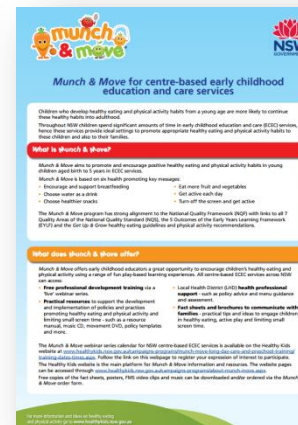
There is an effective self-  
assessment and quality  
improvement process in place.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.3						



# Munch & Move resources . . .



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

**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

**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  
*Module 1 Program Overview!***

## What's next?

- Please ensure the *Record of Completion* is finalised for this module
- 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.