



Healthy Eating & Physical Activity Resource Package

for VET and Tertiary Providers
of Early Childhood Qualifications

SECTION 1

HEALTHY EATING & PHYSICAL ACTIVITY TOPICS

MAKE
HEALTHY 
NORMAL



Health

Acknowledgements

The NSW Ministry of Health wish to acknowledge the following groups, resources and individuals for their contribution to the development of this package:

- Gowrie NSW
- This resource package is based on the concept and information of *THE PAK: The Healthy Eating AND Physical Activity Kit for Teachers of Children's Services Courses* developed by The Healthy Lifestyle Working Group on behalf of the partnership between TAFE NSW TES Industry Skills Unit Meadowbank, Western Sydney Institute, Western Institute and Sydney West Area Health Service in February 2011. Information from *THE PAK* has been reproduced, summarised or updated in this package.
- Key resources that are invaluable for adult learners have been referenced in this package. These include – *Munch & Move*, Healthy Kids website, *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood and Caring for Children: Birth to 5 years*. These resources have been developed by health and/or education experts specifically for groups of children in early childhood education and care settings. Information from these resources has been reproduced in this package; some sections reproduced entirely or some edited and summarised to bring together valuable information from all these sources.
- Other key resources used are related policy documents that are a basis for early childhood education and care which includes the *National Quality Standard* and *Belonging, Being & Becoming: The Early Years Learning Framework*. Government guidelines for promoting children's health include the *Australian Dietary Guidelines* and *National Physical Activity Recommendations for Children 0-5*.
- The following related materials have been used in the development of the package: various government and non-government online resources; e-learning videos sourced from *Raising Children Network* website; and the *National Quality Standard Professional Learning Program* (Early Childhood Australia).
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Photographs used in this resource package have a signed permission from each child's parent or carer.

In developing this resource package, every effort has been made to acknowledge the original sources.

NSW Office of Preventive Health, 2016. Healthy Eating & Physical Activity Resource Package for VET and Tertiary Providers of Early Childhood Qualifications, NSW Ministry of Health.

Make Healthy Normal is a NSW Health campaign which aims to create a new, healthy normal by increasing awareness of overweight and obesity as a public health issue, motivating people to make healthier lifestyle choices, and referring them to effective support programs and resources.

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For further information on this resource please visit:
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This resource package has been developed to specifically support vocational and tertiary training providers for use with adult learners studying early childhood education qualifications. The use of the package will build upon the capacity of training providers to teach adult learners about the importance of healthy eating and physical activity in young children and build upon their adult learners’ capacity using resources such as *Munch & Move, Get Up & Grow* and *Caring for Children*.



Resource package information

The resource package consists of three separate sections:

Section 1

This section is topic-based, centred on the *Healthy Eating and Physical Activity Guidelines for Early Childhood Settings (0-5yrs)* as noted in *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*. Each topic provides mapping to the:

- relevant unit/s of competency
- element/s, performance criteria and assessment requirements
- references to the key resources and related policy documents
- an overview of information
- activities and resources to use with adult learners to extend and augment their knowledge about healthy eating and physical activity

These are all aligned with reference to the *National Quality Standard* and *The Early Years Learning Framework*.

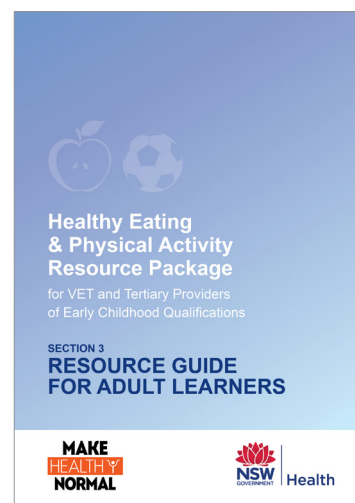
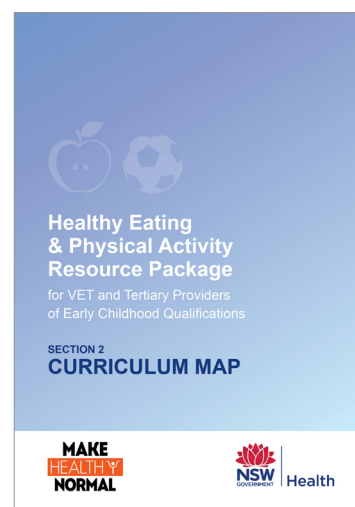
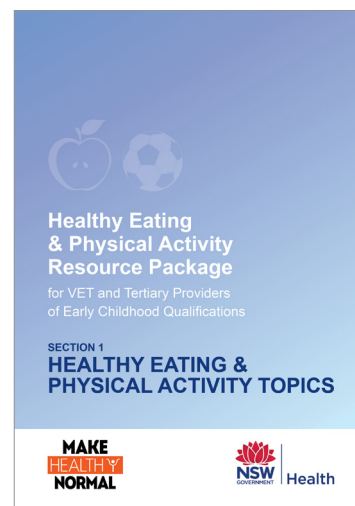
Section 2

This section is a curriculum mapping document to the Australian Government Department of Education and Training Community Services Training Package qualifications of CHC30113 Certificate III in Early Childhood Education and Care and CHC50113 Diploma of Early Childhood Education and Care and other relevant tertiary units from NSW universities.

Section 3

This section is a resource guide for adult learners. It is topic-based, centred on the *Healthy Eating and Physical Activity Guidelines for Early Childhood Settings (0-5yrs)* as noted in *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*. Each topic includes an overview, links to key resources and to relevant websites for accessing program ideas for children. There are brief explanations of what information or resources the links will contain.

Please note that resources identified in this package are the most current at the time of publishing. Resources were assessed to have been developed by reputable Australian organisations by health and/or educational professionals.



About Section 1

This section is topic-based, centred on the *Healthy Eating and Physical Guidelines for Early Childhood Settings* as listed in *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood* (Commonwealth of Australia). These Guidelines are also used in *Munch & Move* (NSW Ministry of Health).

Each topic provides:

- the Guideline/s it relates to
- mapping to the relevant units of competency, elements, performance criteria and assessment requirements for VET units (please see notes below)
- references to the key resources (*Get Up & Grow*, *Munch & Move*, *Healthy Kids* website, *Caring for Children*)
- references to the related policy documents (*Australian Dietary Guidelines*, *National Physical Activity Recommendations for Children 0-5 years*, the *National Quality Standard* and *The Early Years Learning Framework*)
- overview of the topic
- suggested adult learner activities and resources to use to extend and promote their knowledge about healthy eating and physical activity
- links to other resources
- suggested answers, where required for the activities.

Note: Please refer to information in **Section 2** regarding university level units. The topics of healthy eating/nutrition and physical activity are primarily included in units on health (e.g. health and safety, children's health and wellbeing etc) and children's development. These two areas are **not listed** in Section 1 but they are certainly assumed for each topic.

Note: Please note that the VET unit of competencies, **CHCECE001 Develop cultural competence and CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety**, is appropriate for each and every topic on healthy eating and physical activity. These units need to be kept 'front of mind' when planning programs for young children.

Key resources

Get Up & Grow

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood resources 2009 updated 2013, Australian Government Department of Health and Ageing (hereafter known as **Get Up & Grow**).

The *Get Up & Grow* resources are based on the *Australian Dietary Guidelines* incorporating the *Infant Feeding Guidelines (2013)* and the *National Physical Activity Recommendations for Children 0 to 5 years (2014)*.

This resource provides ten healthy eating guidelines and five physical activity recommendations specifically written for early childhood settings in collaboration with health and early childhood specialists.

The *Get Up & Grow* resources are designed to support a consistent, national approach to early childhood nutrition and physical activity. They are designed for use in a wide range of early childhood settings by families, staff and carers.

The resources include:

- Director/Coordinator Book
- Staff and Carer Book
- Cooking for Children Book
- Family Book
- 14 brochures
- 6 posters
- 4 stickers

Copies of these resources can be downloaded from:

www.health.gov.au/internet/main/publishing.nsf/Content/get-up-grow-resource-order-guide

The resources are also available in English and nine non-English languages (Traditional Chinese, Vietnamese, Filipino, Korean, Indonesian, Malaysian, Arabic, Turkish and Spanish).

There are also indigenous specific resources for Aboriginal and Torres Strait Islanders.

As these resources are used nationally, it is important that adult learners be familiar with them. The Director/Coordinator Book is the most comprehensive of the series so it is the *Get Up & Grow* resource primarily referred to in this resource package. Where relevant, the Family Book, Cooking for Children Book, brochures, posters and stickers are also referred to.





Munch & Move

Munch & Move 2010, updated 2015, NSW Ministry of Health (hereafter known as **Munch & Move**).

The *Munch & Move* program is an initiative of the NSW Ministry of Health and was developed for early childhood educators who work directly with children in early childhood services across NSW. The purpose of the program is to assist services to implement a fun, play-based approach to supporting healthy eating and physical activity habits in young children in care. The program also promotes the reduction in small screen recreation (TV, DVD, computers and small hand-held devices).

The program is evidence based and fits within the *National Quality Standard* and *The Early Years Learning Framework* and makes reference to the *Australian Dietary Guidelines* and *National Physical Activity Recommendations for Children 0-5 years*.

The program and many resources can be found on the Healthy Kids website:

www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx

The *Munch & Move* program is based on six key messages:

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

Early childhood educators have the opportunity to engage children in skills-based active play and learn about healthy choices through a range of learning experiences.

Early childhood services who participate in the *Munch & Move* program receive:

- professional development training conducted by a Registered Training Organisation
- practical resources including a Resource Manual (Birth to Five years), music CD, fundamental movement DVD, cards and lanyard, fact sheets
- support to develop and implement policies and practices related to physical activity, healthy eating and limiting small screen time
- contact with local health professionals to provide additional advice, support and resources
- family-focused support materials that provide simple, practical tips and ideas to engage children in active play and healthy eating and to limit small screen recreation

This program provides extensive information and combined with the Healthy Kids website, has a wide array of resources that may be accessed by adult learners. The Resource Manual and resources are user friendly and well thought out for use in early childhood services.

Adult learners would benefit by becoming very familiar with this program, as it has been implemented in preschools, occasional care and long day care services since 2008. It is being extended to family day care services in 2016.



Healthy Kids

Healthy Kids – eat well, get active website www.healthykids.nsw.gov.au

This website is a joint initiative between the NSW Ministry of Health, NSW Department of Education, Office of Sport and the Heart Foundation (NSW Division) The website was established over ten years ago with the goal to support teachers and educators, parents and children to make healthy choices and provide up to date information and resources.

There are separate sections for: 'kids and teens', 'parents and carers', 'teachers and childcare', 'stats and research', 'campaigns and programs' and 'recipes'.

The site provides information and resources about campaigns and programs on healthy eating and physical activity for the community, schools and early childhood.

The *Munch & Move* program (as mentioned previously) and accompanying resources can be accessed here. This includes resources for use with children and fact sheets for families, *Munch & Move* case studies and reports.

Adult learners would benefit from becoming very familiar with this informative website which provides extensive practical, downloadable resources that can be used in early childhood settings and up to date fact sheets to engage and support families with healthy eating and physical activity.

Caring for Children

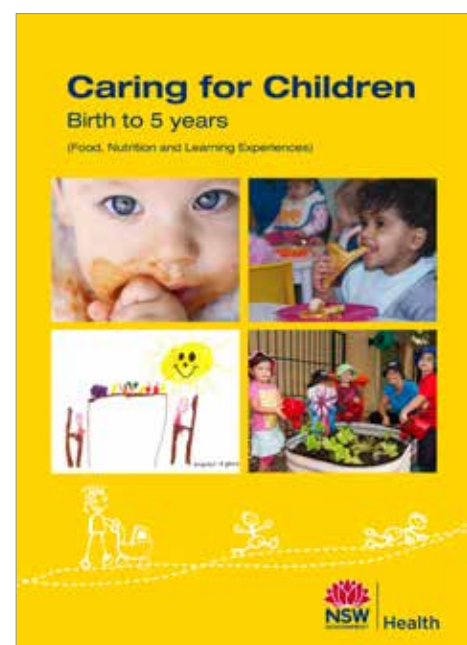
Caring for Children: Birth to 5 years (Food, Nutrition and Learning Experiences) 1992, updated 2014 (incorporating *Caring for Infants*), NSW Ministry of Health (hereafter known as ***Caring for Children***).

This book outlines food, nutrition and learning experiences with recommendations from the *Australian Dietary Guidelines*. It provides a step by step guide for the introduction of food and drinks for 0-2 years, healthy eating for 2-5 years, basics of food preparation, menu planning for early childhood services and a number of recipes. There is a small section for supporting ongoing improvement and healthy eating learning experiences. It references the *National Quality Standard* and the *Munch & Move* program.

This has been the recommended nutrition resource for early childhood services in NSW since it was written in 1992. Adult learners would benefit greatly from becoming familiar with this resource, in particular menu planning for services.

This resource is downloadable from:

www.healthykids.nsw.gov.au/teachers-childcare/food-and-nutrition/publications.aspx



Related policy documents

Australian Dietary Guidelines

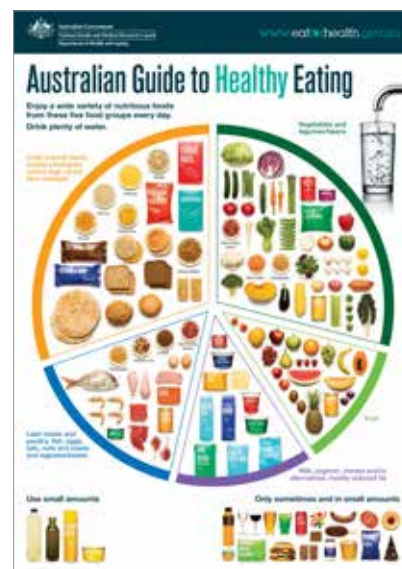
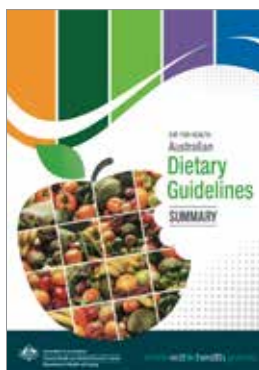
Australian Dietary Guidelines, 2013, Commonwealth of Australia.

The *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating* are related policy documents that are referenced in the *Munch & Move*, *Get Up & Grow* and *Caring for Children* resources.

They provide up to date advice about the amount and kinds of food that a person needs for health and wellbeing.

Please note, within the following resource package, the *Healthy Eating Guidelines and Physical Activity Recommendations for Early Childhood Settings (0-5yrs)* are used as the main reference. (Sourced from *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood*, updated 2014).

The relevant documents for the Australian Dietary Guidelines are downloadable from: www.eatforhealth.gov.au

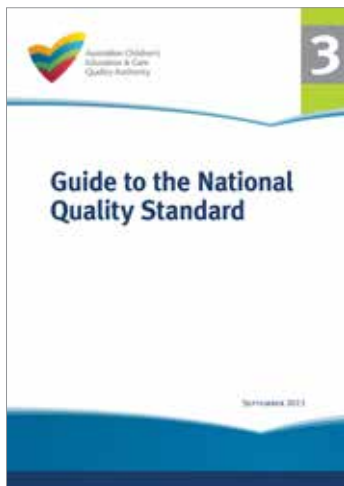


Move and Play Every Day

National Physical Activity Recommendations for Children 0-5 years, 2014 Commonwealth of Australia.

The *National Physical Activity Recommendations for Children 0-5 years* is a related policy document that is referenced in the *Munch & Move* and *Get Up & Grow* resources. It provides recommendations for physical activity and has recommendations for screen time for this age group.

Relevant documents are downloadable from: www.health.gov.au/internet/main/publishing.nsf/content/phd-physical-activity-0-5-pdf-cnt.htm



Guide to the National Quality Standard

Guide to the National Quality Standard for Early Childhood Education and Care and School Age Care, 2012, Commonwealth of Australia, (hereafter known as **National Quality Standard** or **NQS**).

This document is the benchmark for quality standards for early childhood education and care providers in Australia. It relates to long day care, family day care, outside school hours care and preschools. It is designed to provide a consistent, national standard aimed at improving the quality of care.

It is of benefit for adult learners to be familiar with the *National Quality Standard for Early Childhood Education and Care and School Age Care* in relation to healthy eating and physical activity for children.

Relevant documents are downloadable from:

www.acecqa.gov.au/Quality-Areas

Belonging, Being and Becoming

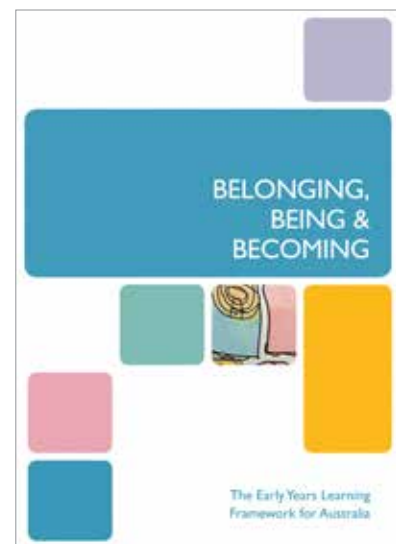
Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009, Commonwealth of Australia (hereafter known as **The Early Years Learning Framework**).

Belonging, Being and Becoming: The Early Years Learning Framework is a key component of the Australian Government's National Quality Framework for early childhood education and care. It is incorporated in the National Quality Standard, above. *The Early Years Learning Framework* describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school. It has a strong emphasis on play-based learning and recognises the importance of communication and language and social and emotional development.

It is beneficial for adult learners to be familiar with *The Early Years Learning Framework* in relation to healthy eating and physical activity for children. It is also important that adult learners are aware of the holistic play-based learning approach and have the ability to apply it to healthy eating and physical activity related activities.

Relevant documents are downloadable from:

https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf



Part A: Healthy Eating



TOPIC 1: Supporting breastfeeding

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.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and need
3.2	Ensure babies are fed individually
3.3	Follow approved standards for safe storage and heating of formula and breastmilk and for cleaning equipment and utensils
3.4	Assist in providing a supportive environment for mothers to breastfeed
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
Performance Evidence <ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Feeding babies 	
Knowledge Evidence <ul style="list-style-type: none"> Dietary requirements and nutritional needs of babies and toddlers Different practices and routines used by various families and their underlying cultural or personal rationale 	

Reference to key resources

Resource	Relevant sections
<i>Get Up & Grow</i>	Director/Coordinator Book p 9-14
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 25-30
Healthy Kids website	Parents and carers tab. Under 5's nutrition. Information on breastfeeding
<i>Caring for Children</i>	Section 1 p 9-11

Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 4	Encourage, support and promote breastfeeding
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity

Overview of topic

Breastfeeding is the first food experience for babies. Australian and international health authorities recommend that mothers exclusively breastfeed until around six months of age, and then for as long as possible and practical. Breastfeeding satisfies hunger and thirst, so there is usually no need for extra water to be given unless required.

Adult learners need to be aware of the benefits of breastfeeding and how early childhood services can support mothers who choose to breastfeed. Some strategies include: creating a safe, welcoming and suitable environment to feed and awareness of safe handling of expressed breastmilk and associated protocols.

Adult learners also need to be sensitive to mothers' feelings if they are not able to breastfeed for a variety of reasons.

Suggested adult learner activities

Activity 1.1

List the benefits of breastfeeding for both mother and child.

Activity 1.2

Policy: How does supporting breastfeeding link to the NQS and EYLF?

Activity 1.3

Scenario: A new family is enrolling their six week old baby into your early childhood service. The mother is concerned about how she is going to continue to breastfeed her baby when she returns to full time work. Her workplace is located in the same building.

- What would you say to the mother to continue to support her in breastfeeding?
- What strategies would you put in place?

(Think about the physical environment, access to the service, storage and handling of express breastmilk)

Activity 1.4

Research: Research and locate suitable posters and brochures you could display in your service that would support mothers to breastfeed. Remember to also find materials in a variety of community languages.

Activity 1.5

Research: Research about the reasons why a mother may choose not to, or to stop breastfeeding before the baby is six months.

Links to resources

Australian Breastfeeding Association website	www.breastfeeding.asn.au
<i>Get Up & Grow</i> resources (including indigenous specific and other language resources)	www.health.gov.au/internet/main/publishing.nsf/Content/get-up-grow-resource-order-guide

Suggested answers to activities

Activity 1.1

Mother	Child
<ul style="list-style-type: none"> • Assists the uterus to contract to its pre-pregnant size • Lowers the risk of pre-menopausal breast cancer and ovarian cancer • Protects against rheumatoid arthritis (if breastfeeding is prolonged) • Assist the return to pre-pregnancy weight (if breastfeeding is prolonged) • Reduces the risk of type 2 diabetes (if breastfeeding is prolonged) • Breastmilk is an inexpensive, easy, convenient and fully transportable food for baby • Breastmilk is pre-warmed, ready to serve and safe • Bonding for mother and baby • Time for mother to sit down and rest 	<ul style="list-style-type: none"> • Breastmilk has the appropriate nutrient composition for babies in each stage of development • Breastmilk helps to protect young babies from disease – particularly gastrointestinal illness, respiratory illness and middle ear infections • The sucking actions of breastfeeding help shape and prepare the jaw for teeth and speech • Helps reduce the risk of allergies • Provides baby with a range of tastes and flavours which come from the mother's varied food intake. This early taste exposure may help children accept a greater range of food as they grow older • Reduces the likelihood of baby becoming an overweight child/adolescent/adult • Breastfeeding satisfies both hunger and thirst

(Ref: *Get Up & Grow, Director/Coordinator Book* p 9-10, *Munch & Move Resource Manual* p 25-26)

Activity 1.2

NQS	
Quality Area 2	Children's health and safety
Standard 2.2	Healthy eating and physical activity are embedded in the program for children
Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
Quality Area 6	Collaborative partnerships with families and communities
Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
EYLF	
Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity

Activity 1.3

- Reassuring and understanding her concerns
- Forming a trusting relationship and supporting her
- Discussing the benefits of continuing to breastfeed
- Provide fact sheets or brochures about these benefits to her
- Provide her with the service's nutrition policy, food handling procedures or other relevant policies
- Explain that the service is 'breastfeeding friendly'
- Physical Environment – show the mother the quiet, comfortable and hygienic place available for her to breastfeed or express milk
- Reassure her that all educators have a supportive attitude and are aware of the benefits of breastfeeding
- Show the mother around the service and allow her time to speak to the educators who will be caring for her baby
- Discuss with the mother about developing an individual feeding management plan for the baby that includes instructions on what to do if the service runs out of expressed breastmilk
- Access to the service – the mother is encouraged to access the service whenever she needs to. The service welcomes all families to be part of the service community
- Storage and handling – show the mother the storage and food preparation area. Provide her with written information and advice on the transporting, storage and handling of expressed breastmilk.

Activity 1.4

Australian Breastfeeding Association website	www.breastfeeding.asn.au
Australian Government Department of Health <i>Get Up & Grow</i> resources – brochures for families on breastfeeding, posters, stickers for early childhood settings	www.health.gov.au/internet/main/publishing.nsf/Content/get-up-grow-resource-order-guide
Eat for Health – <i>Infant Feeding Guidelines Summary</i>	www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

Activity 1.5

Australian Breastfeeding Association website	www.breastfeeding.asn.au
Australian Government Department of Health <i>Get Up & Grow</i> resources – brochures for families on breastfeeding, posters, stickers for early childhood settings	www.health.gov.au/internet/main/publishing.nsf/Content/get-up-grow-resource-order-guide

TOPIC 2:**Bottle feeding – preparation and feeding****GUIDELINE 2:**

If a baby is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use a baby formula until 12 months of age.

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and need
3.2	Ensure babies are fed individually
3.3	Follow approved standards for safe storage and heating of formula and breastmilk and for cleaning equipment and utensils
3.4	Assist in providing a supportive environment for mothers to breastfeed
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
<p>Performance Evidence</p> <ul style="list-style-type: none"> • Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain • Heating breastmilk and formula, preparing bottles and preparing and heating food • Cleaning equipment and utensils • Feeding babies 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> • Dietary requirements and nutritional needs of babies and toddlers • Food safety guidelines • Guidelines for infection control • Safe and unsafe practices for working with babies • Different practices and routines used by various families and their underlying cultural or personal rationale 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 14-16	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 27-31	
<i>Caring for Children</i>	Section 1 p 11-21	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 5	Care for your food: prepare and store it safely
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children

Related policy document (continued)		
National Quality Standard	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children

Overview of topic

As with all food and drink, it is important to use safe food handling techniques for the storage and handling of expressed breastmilk and baby formula. Breastmilk is a bodily fluid so extra care should be taken to ensure that it does not spill or drop onto other food and that a mother's breastmilk is only supplied to her own baby.

Safe handling of bottles includes using clean, sterilised bottles and teats, labelling bottles, preparing using boiled water and measured formula and storing bottles at the back of the refrigerator, in the coldest part. Unused breastmilk or formula must be discarded.

It is very important to heat bottles in a safe manner – for you and the baby. Use a jug of warm tap water for no more than 15 minutes to heat up bottles; do not overheat the bottle; and make sure it is well shaken and a correct temperature prior to feeding. A microwave should not be used to warm up babies' bottles in early childhood services.

Babies need to be in a suitable position for feeding with their head in a midline position, their body upright or slightly reclined on a firm surface and fully supervised or held.

Suggested adult learner activities

Activity 2.1

Research: Using *Caring for Children*, list all the do's and don'ts of the transport, handling, heating and storage of both breastmilk and formula.

Activity 2.2

Research: Choose one of the below:

- 1 Research why babies should not be lying down while drinking from a bottle.
- 2 Research why you should never use a microwave to heat up a baby's bottle.
- 3 Research which milk can be frozen (and correct techniques for freezing and thawing) for breastmilk, cow's milk and formula.

Then write a short one page summary report OR present information to the rest of the group.

Activity 2.3

Practical: Preparing baby formula.

This can be done as a simulated demonstration to the group or the adult learner can find a suitable baby in either the workplace or local community to practice the correct preparation of baby formula and feeding (with appropriate supervision).

Follow the steps outlined in *Caring for Children*, Section 1 p 16.

Activity 2.4

Policy implementation: As a room leader, write a training procedure about bottle feeding of babies for new educators starting in the babies' room.

How can you ensure your training has been effective?

Links to resources

<i>Staying Healthy, Preventing infectious diseases in early childhood education and care services Fifth Edition</i> (updated June 2013)	www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf
NSW Food Authority: Food safety and you – Life events and food – Infants	www.foodauthority.nsw.gov.au/foodsafetyandyou/life-events-and-food/infants
Eat for Health – <i>Infant Feeding Guidelines Summary</i>	www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf
Australian Breastfeeding Association	www.breastfeeding.asn.au
Raising Children’s Network - E-learning video on formula preparation. It can be viewed in 10 different languages including Auslan	https://raisingchildren.net.au/articles/formula_preparation_video.html/context/807

Suggested answers to activities

Activity 2.1 Refer to *Caring for Children* p13

Transporting and storing bottles

- Label all bottles taken to the service with the child’s full name, the contents of the bottle, the date the breastmilk was expressed or the baby formula was prepared and the date to be used.
- Store expressed breastmilk/baby formula in sterilised bottles or containers.
- Use smaller (120mls) bottles for expressed breastmilk to reduce wastage.
- Cool all expressed breastmilk/baby formula in the refrigerator before transporting.
- Transport frozen breastmilk, and cooled breastmilk/baby formula, in an insulated container with frozen “cooler bricks” (e.g. an esky with a freezer brick).
- Put all breastmilk/baby formula bottles in the refrigerator (or freezer) immediately on arrival at the service.

Storage and use

- Expressed breastmilk may be frozen.
- Any frozen breastmilk that has thawed (wholly or partially) during transport to the service should be immediately stored in the refrigerator and used within 24 hours. Do not re-freeze it.
- Store all bottles in the back of the refrigerator where it is coldest. Do not store bottles inside the refrigerator door.
- Store the breastmilk/baby formula in the refrigerator for the day and throw out all leftovers at the end of the day.
- At home, frozen breastmilk can be stored for up to two weeks in a freezer compartment inside the refrigerator (-15°C), or for up to 3 months in a freezer section of the refrigerator that has a separate door for the freezer (-18°C).
- Once a bottle has been given to a baby, throw out any leftover breastmilk/baby formula after each feed. Do not put back in the refrigerator, and do not leave out at room temperature for later use.

Thawing frozen breastmilk

- Thaw frozen breastmilk in the refrigerator or, if necessary, by placing the bottle in warm water (shake gently if the breastmilk has separated).
- All frozen breastmilk thawed in warm water should be used immediately.
- Discard any left-overs as soon as the feed has finished.
- Frozen breastmilk left to thaw in the refrigerator can be kept in the fridge for that day.
- Once it has been taken out of the fridge for a feed, it should be warmed and used immediately.

Warming breastmilk and baby formula

- Feeding a baby cold breastmilk or baby formula is not harmful, but drinks warmed to room temperature flow better from the bottle, and babies seem to prefer them.
- Warm breastmilk/baby formula bottles by standing the bottle upright in warm tap water for no more than 15 minutes just before use.
- Bottle warmers can be used, but they must have a thermostat control. Bottles should only be warmed using this equipment for less than 10 minutes. Follow the manufacturer's instructions.
- Never microwave breastmilk/baby formula.
- Before feeding the baby, shake the bottle and test some of the breastmilk/baby formula on the inside of your wrist to make sure it is not too hot. Only warm the milk once, and discard any warmed milk that has not been used.
- Never refreeze thawed breastmilk.

Protocols for the correct identification of expressed breastmilk

- It is very important that the correct breastmilk be given to the correct baby. Giving a baby the breastmilk from a different mother is a major incident.
- Educators should be aware of and follow the correct procedures for identifying and managing expressed breastmilk:
 - If more than one baby is receiving breastmilk at the service, two educators need to check that the correct name is on the bottle for the baby about to be fed. This should also be noted on the baby's feeding record.
 - If a baby is given the wrong breastmilk, the service's usual incident procedures should be followed. This may include reporting the incident to a local authority.
 - Educators should also advise the baby's mother to contact their general practitioner or child health nurse for advice.

Activity 2.4

The training procedure needs to take into account procedures on food handling and safety aspects for preparing, storing and handling breastmilk and formula and cleaning of bottles. See Activity 2.1 answers, refer to *Caring for Children*.

To ensure that 'what has been taught has been caught', it is essential to monitor practice after training. Consider the various levels of experience and comprehension of new educators.

What can you do if someone is not following the policy or procedure correctly?

Educators should also have a copy of the policy and procedure for reference. Educators must have the correct facilities and equipment to enable them to carry out procedures correctly.

TOPIC 3:

Introduction to solids

GUIDELINE 3:

Introduce solid foods at around six months.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE004 Promote and provide healthy food and drinks	
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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
2.3	Read and interpret food labels and other information about food content
2.4	Assist in providing education and support to families around healthy eating
<p>Performance Evidence</p> <ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements Ensuring safe handling, preparation and storage of food and drinks Creating a positive, relaxed environment during mealtimes Read and interpret food labels to identify ingredients of concern and nutrition content 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Infant feeding requirements and guidelines Recommendations for healthy eating – <i>Australian Dietary Guidelines</i> and <i>Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources Food handling requirements, preventing microorganism contamination and/or allergic reactions Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
3.2	Ensure babies are fed individually
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
<p>Performance Evidence</p> <ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Feeding babies Engaging in one-to-one interactions with babies and toddlers during daily routines 	

CHCECE005 (continued)	
Knowledge Evidence <ul style="list-style-type: none"> • Individual patterns and routines of babies and toddlers • Dietary requirements and nutritional needs of babies and toddlers • Food safety guidelines • Different practices and routines used by various families and their underlying cultural or personal rationale 	
CHCECE016 Establish and maintain a safe and healthy environment	
Element 1	Support each child's health needs
1.1	Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis
Performance Evidence <ul style="list-style-type: none"> • Promoting and monitoring safety practices, including the administration of medicines and safe handling of food 	
Knowledge Evidence <ul style="list-style-type: none"> • Organisational standards, policies and procedures 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 16-21	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 31-36	
Healthy Kids website	Parents and carers tab. There is a section on nutrition and introduction of solids	
<i>Caring for Children</i>	Section 1 p 22-25	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3	Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children

Overview of topic

Healthy, full term babies are physically and developmentally ready to start solid food around 6 months of age. Baby's first food is an important milestone for the family as well as the baby. Educators need to work closely with families to ensure family values and cultural beliefs are respected, families are provided with supportive information and there is consistency in the food being offered between home and the service.

Experiences with eating early in life can affect attitudes and habits later on, as well as influence health. The skills that babies learn when starting on solid foods and their experiences with new tastes and textures are the foundations for future eating behaviours and preferences. Research has shown that babies and young children need time to become familiar with new foods. It is therefore important to offer a new food up to 15 times.

Showing an interest in food and an increased appetite are signs that a baby is ready to be introduced to solid foods. Educators need to be aware of developmental cues in regard to head and neck control and mouth and jaw development. In particular, the disappearance of the tongue thrust reflex.

The timing and manner of introduction of solids for children with additional needs will vary according to the baby's individual condition. Educators will need to work closely in partnerships with families.

Babies need to be in a suitable position for feeding with their head in a midline position, their body upright or slightly reclined on a firm surface and fully supervised or held.

Suggested adult learner activities

Activity 3.1

Research: What is the current research into the introduction of solids in regard to allergies and food intolerances?

Activity 3.2

Research: What types of solids would you introduce initially?

What are some strategies to use when introducing solids?

Activity 3.3

Scenario: A seven month old baby at your service has been provided with bottles as their only nutrition for their days in care. What resources would you use to help the family consider introducing solids?

Activity 3.4

Research: What are some cultural and indigenous considerations for the introduction of solids?

Research and find out about at least two different cultural backgrounds regarding babies and food (eg. you could interview a family).

Activity 3.5

Research: What are the developmental signs that a baby is ready for solids?

Links to resources

<i>Staying Healthy, Preventing infectious diseases in early childhood education and care services Fifth Edition</i> (updated June 2013)	https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf
NSW Food Authority: Food safety and you – Life events and food – Infants	www.foodauthority.nsw.gov.au/foodsafetyandyou/life-events-and-food/infants
Eat for Health - <i>Infant Feeding Guidelines Summary</i>	www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf
Healthy Kids website <i>Starting Family Foods: Introducing your baby to solid foods - For Parents of 0 to 12 Month Old Babies</i> (updated in 2014), NSW Health	www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/NPR3493NSWHealth12ppDLbrochureFINAL_seppages.pdf

Suggested answers to activities

Activity 3.1

'There is enough evidence related to allergy prevention to now recommend infants be exposed to a range of foods at around 6 months of age, rather than restrict foods that were previously thought to cause allergy'. (Ref: *Caring for Children*, Section 1 p 22)

Refer to Allergy and Anaphylaxis Australia – Allergy Facts: www.allergyfacts.org.au

Activity 3.2

Introduce blended, soft food first and then progress to a broader variety of food textures.

Generally first foods need to be rich in iron and can be introduced in any order and at any rate that suits the baby.

Strategies

- Start by introducing a small amount of suitable food after a breastmilk or formula feed
- Make sure the texture is developmentally suitable and avoid foods that pose a choking risk. As babies are learning to eat, some spluttering and gagging may occur when new food textures are introduced. This is different to choking and is not a cause for concern. However, choking that prevents breathing is a medical emergency
- Allow babies to explore their food, as opportunities to touch, smell and taste foods are an important part of learning how to eat
- Talk to the baby about the food while feeding him/her
- Multiple attempts may be needed before a new food is eaten or even tried – patience and persistence are required
- Always show the child the food you are offering them
- Introduce foods that have a wide variety of colours and flavours before the age of 12 months. This will help the child to accept a wider variety of food as they grow older
- If pouches or sachets of pre-made baby food have been sent from home, do not allow the baby to suck directly from the pouch. Put it into a bowl with a spoon
- Always allow babies to eat to their appetites. It is important not to push a child to overeat
- If the baby is unable to finish all of the food or milk offered, discard all leftovers. Do not reheat and offer at another time.

(Ref: *Munch & Move* Resource Manual p 33)

Activity 3.3

- Australian Government Department of Health, *Get Up & Grow* resources – brochure on introducing solids [www.health.gov.au/internet/main/publishing.nsf/Content/3F33E29B8C0F29F1CA257BF000199DC5/\\$File/HEPA%20-%20DL%20Brochure%20-%20First%20Foods%20\(Food%20Provided%20by%20Early%20Childhood%20Settings\)%20-%20LR.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/3F33E29B8C0F29F1CA257BF000199DC5/$File/HEPA%20-%20DL%20Brochure%20-%20First%20Foods%20(Food%20Provided%20by%20Early%20Childhood%20Settings)%20-%20LR.pdf)
- Healthy Kids website
Starting Family Foods: Introducing your baby to solid foods - For Parents of 0 To 12 Month Old Babies (updated in 2014), NSW Health
www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/NPR3493NSWHealth12ppDLbrochureFINAL_seppages.pdf
- Raising Children Network website has a downloadable brochure and links to other websites for more information.
http://raisingchildren.net.au/articles/when_to_introduce_solids.html

Activity 3.4

It is important to work in partnership with every family when introducing solids, regardless of their cultural background. Discussion should occur with families about suitable foods to be introduced. As long as the foods are not high in sugar and salt or highly processed then an educator needs to be open to family traditional child rearing practices.

Activity 3.5

Signs a baby is ready for solids include when the baby:

- has good head and neck control and can sit upright when supported
- shows an interest in food – for example, looking at what's on your plate
- reaches out for your food
- opens their mouth when you offer their food on a spoon.

TOPIC 4:**Food requirements for 2-5 year old children
(Australian Dietary Guidelines)****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*.

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE004 Promote and provide healthy food and drinks	
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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
2.3	Read and interpret food labels and other information about food content
2.4	Assist in providing education and support to families around healthy eating
Performance Evidence <ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements Read and interpret food labels to identify ingredients of concern and nutrition content 	
Knowledge Evidence <ul style="list-style-type: none"> Infant feeding requirements and guidelines Recommendations for healthy eating – <i>Australian Dietary Guidelines</i> and <i>Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
3.2	Ensure babies are fed individually
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
Performance Evidence <ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Feeding babies 	
Knowledge Evidence <ul style="list-style-type: none"> Dietary requirements and nutritional needs of babies and toddlers 	

CHCECE016 Establish and maintain a safe and healthy environment	
Element 1	Support each child's health needs
1.1	Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis
1.3	Consult with relevant authorities to ensure that health information is current
Performance Evidence <ul style="list-style-type: none"> Enacting strategies to support children to take increasing responsibility for their own health and physical well being 	
Knowledge Evidence <ul style="list-style-type: none"> Organisational standards, policies and procedures 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 21-26	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 10-14, 42-50	
Healthy Kids website	Reference and links to other listed key resources, parent fact sheets	
<i>Caring for Children</i>	Section 1 and Section 2 p 28-59, 74-79	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3	Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Early Years Learning Framework	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

In order to be healthy and well, children need to eat food from each of the five food groups in appropriate amounts for their age. The *Australian Dietary Guidelines* outline these requirements and services' menus should reflect this information in both daily meals and snacks. It is important that families are involved in the development of nutrition policies and menus in the service and are provided with education on healthy eating to encourage good practice at home.

Suggested adult learner activities

Activity 4.1

Practical: To foster awareness and understanding of the five food groups, discretionary foods and foods to use in small amounts:

Draw up the 'plate' configuration of the *Australian Guide to Healthy Eating* on a large piece of paper, cardboard or on a blackboard or whiteboard.

Write the names of food items (or cut out photos from magazines) on pieces of paper and have adult learners attach them to the correct place on the 'plate'.

Note where chickpeas, kidney beans, mixed nuts and lentils are found.

Note what foods should be in small amounts such as sausages, peperoni, etc.

Note that juice is placed in the 'only sometimes' food group.

Activity 4.2

Practical: Have each adult learner complete a 'food diary' of their own nutritional intake during a week. Choose two days to actually weigh/measure the amount of food from each food group they consume. Compare this information to what is recommended using the Eat for Health Calculator:

www.eatforhealth.gov.au/eat-health-calculators

Activity 4.3

Task: Plan a menu for one day for a family of three which includes the mother, father and a four year old girl. Ensure you have the correct amounts for each food group and portion sizes are noted.

You may wish to use the Eat for Health Calculator:

www.eatforhealth.gov.au/eat-health-calculators

Activity 4.4

Game: Adult learners may play the game 'Roll up! Roll Up!' on the below website on laptops or tablets, if available.

www.eatforhealth.gov.au/nutrition-calculators/food-balance

Activity 4.5

Task: Create a resource that can be used for 3-5 year olds that demonstrates the five basic food groups eg. a memory or matching game, a 'plate', a chart of 'everyday' or 'sometimes' food, etc.

Activity 4.6

Research: Find the food requirements for babies, toddlers and pre-schoolers:

Research and create your own type of simple chart to detail the food requirements for babies, toddlers and pre-schoolers (boys and girls).

Refer to *Caring for Children* and also *Eat for Health* website brochures. Use this information to create your own chart.

Activity 4.7

Research: Childhood obesity is a major issue in Australia today.

Find up to date research on this issue, create a report/presentation about the impact and strategies required in early childhood.

Activity 4.8

Policy: Write a 'healthy eating' or 'nutrition' policy for an early childhood service that does not provide lunch. However, children do bring in a piece of fruit to share at morning tea and bring their own lunch. The service does provide drinks and afternoon tea.

Links to resources

Eat for Health – home page for the <i>Australian Dietary Guidelines</i>	www.eatforhealth.gov.au
<i>Australian Guide to Healthy Eating</i> – poster	www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating
<i>Aboriginal and Torres Strait Islander Guide to Healthy Eating</i> – poster	www.eatforhealth.gov.au/sites/default/files/files/final_igthe_a3_poster_-_lr.pdf
Eat for Health brochure – <i>Healthy eating for children</i>	www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n55f_children_brochure.pdf

Suggested answers to activities

Activity 4.1

Refer to the Australian Guide to Healthy Eating.

www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating

This site lists the 5 food groups and other foods that may be consumed in small amounts.

Activity 4.6

Eat for Health website with daily nutrition requirements for 0-5yrs.

www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and

Activity 4.8

Consider what food should and should not be brought to the service, how fruit may be distributed or supplemented, what drinks will be supplied, what are the options for afternoon tea menus, what food is safe or not safe for children with allergies etc.

Further discussion can be about strategies to ensure all families comply with the policy.

- Eat for Health website with daily nutrition requirements for 0-5yrs.
www.eatforhealth.gov.au/food-essentials/how-much-do-we-need-each-day/recommended-number-serves-children-adolescents-and
- *Munch & Move* Resource Manual
Making it happen – Practices, policies and partnerships p 163-165.
- *Caring For Children*
Supporting Ongoing Improvement to Nutrition Practices of Services p 161-164.

TOPIC 5:

Provision of water

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.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE003 Provide care for children	
Element 1	Provide physical care
1.2	Supervise and engage with children eating and drinking
CHCECE004 Promote and provide healthy food and drinks	
Element 1	Promote healthy eating
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes
1.3	Support and guide children to eat healthy food
1.4	Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
Performance Evidence	
<ul style="list-style-type: none"> • Role modelling healthy eating habits for children • Ensuring safe handling, preparation and storage of food and drinks 	
Knowledge Evidence	
<ul style="list-style-type: none"> • Infant feeding requirements and guidelines • Recommendations for healthy eating – <i>Australian Dietary Guidelines</i> and <i>Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
Performance Evidence	
<ul style="list-style-type: none"> • Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain • Feeding babies 	
Knowledge Evidence	
<ul style="list-style-type: none"> • Individual patterns and routines of babies and toddlers • Dietary requirements and nutritional needs of babies and toddlers 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 26-27	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 37-41, Section 2 'Munch Learning' p 57-60	
Healthy Kids website	<i>Munch & Move</i> resources – fact sheets, posters, activity cards etc	
<i>Caring for Children</i>	Section 1 p 11-12, 32 Section 2 p 57-58	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Water is essential for many important bodily functions including digestion, absorption of nutrients and elimination of waste products. Water accounts for between 50 and 80 per cent of a human body's weight. Young children in particular are at risk of dehydration.

Babies less than six months who are not exclusively breastfed can be offered cooled boiled water. From six to twelve months, cooled boiled water can supplement breastmilk or formula. For children one to five years, water and cow's milk should be the main drinks offered.

Under the *Education and Care Services National Regulation* (2011) children must have access to drinking water at all times.

Toddlers require around one litre of fluid each day and pre-schoolers around 1.2 litres each day to remain hydrated (more in hot weather and during physical activity).

Most children enjoy drinking water if they get into the habit from an early age. This habit is likely to continue throughout life.

Ref: *Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood Resources* 2009 updated 2013, Australian Government Department of Health and Ageing, p 26.

Suggested adult learner activities

Activity 5.1

Research: Choosing water as a suitable drink – research and collect suitable books, songs, games and activities you could use with 2-5 year olds to promote the importance of drinking water for their health.

Activity 5.2

Task: Key messages for families about choosing water as a drink.

What are the key tips that you would put into a newsletter for families about how to increase and promote drinking water for young children at home?

Activity 5.3

Scenario: A parent is concerned that his two year old child is refusing to drink water at all. The parent wants to provide juice instead.

What will you say to the parent?

What strategies can you put in place to encourage the child to drink water?

Activity 5.4

Research: Research the impact on children of drinking soft drinks and undiluted juice and prepare an article for a newsletter explaining this to parents.

Links to resources

Eat for Health – home page for the <i>Australian Dietary Guidelines</i> including information about drinking water	www.eatforhealth.gov.au
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Suggested answers to activities

Activity 5.1

Songs on *Munch & Move* CD and *Munch and Move* resources about water.

Create own songs by changing the lyrics of well known and popular songs and rhymes. eg. 'Here we go round the mulberry bush', instead sing... 'This is the way we drink our water'.

Books – 'Tiddalick the Frog' by Robert Roennfeldt and 'The Water Hole' by Graeme Base.

Activity 5.2

Key messages for families.

Tips to help your child to drink more water:

- Take a refillable bottle of water when you go out
- Put a bottle of water in with your child's lunch
- Keep cold water in the fridge at home
- Give your child a water bottle when they play sport
- Serve water for everyone with the family meal
- Show your child that you enjoy drinking water
- Serve the water with a straw
- Add small pieces of frozen fruit.

Reference: *Munch & Move* fact sheets

www.healthykids.nsw.gov.au/downloads/file/campaignsprogramms/WaterasadrinkFactSheetJan15FINALWEB.pdf

Activity 5.3

- Educators need to listen sensitively to the concerns of the parent before reacting or responding
- Any response is done with empathy and respect for parent's concerns even if they are in contrast to appropriate practice
- Use 'I' statements, clarifying questions and statements to understand the concern
- Reassure that a two year old's behaviour and attitude toward food and drink does often change on a daily basis
- Offer to monitor the child's fluid intake of water over the day and report back to parent (it may be only happening at home or other environments)
- Discuss the benefits of water in comparison to juice (use the *Munch & Move* fact sheet)

Strategies to encourage the child to drink water

- Positioning and placement of water so it is easily accessible
- Reminders for all children to drink at regular intervals of the day
- Educators can role model and discuss and comment on drinking of water
- Create rhymes and songs about drinking water
- Put up posters (visuals) to remind children to drink water.

Activity 5.4

Children do not need to consume any fruit juices or other sweet drinks to have a healthy diet. Intake of sweet drinks reduces the quality of the child's diet, has links to weight gain and poor oral health, and also exposes them to the 'habit' of drinking sweet drinks.

The *Australian Dietary Guidelines* do not recommend the consumption of sugar sweetened drinks such as soft drinks, cordials, fruit drinks, vitamin-style waters, flavoured mineral waters, flavoured milks or energy and sports drinks. Fruit and vegetable juices contain sugars that are found naturally in fresh fruits and vegetables, but become very concentrated when made into juice. Encouraging children to eat the whole fruit or vegetable, and drink plain tap water or milk rather than juice is the best way to establish good eating habits early.

The acidity of drinks, whether sweetened with sugar or artificial sweeteners, and the frequent consumption of them, may contribute to tooth erosion and decay. For good oral health encourage children to drink plain tap water throughout the day.

Problems with sweet drinks

Sweet drinks can cause a range of problems including:

- excess weight gain
- tooth erosion and decay
- small appetite
- picky eating
- change in bowel habits.

Excess weight gain: Sweet drinks are high in energy (kilojoules) and contain very little nutrition for your child's diet. Regular intake of sweet drinks may lead to excess weight gain.

Tooth decay: Children who have sweet drinks such as cordial, soft drink and juice regularly are at risk of tooth decay. For babies and toddlers, problems start when a bottle is used for comfort when going to sleep, to suck during the night or to snack on during the day. If the bottle contains a drink other than water, even milk, the sugar in the fluid sits on the teeth and gums for some time. This is when decay can start, even before any teeth have appeared.

Avoid using a feeding bottle for comfort, and encourage your child to drink from a cup from about six months of age. Stop bottles around one year of age. It is also important to develop a regular tooth brushing routine as soon as your child's first tooth appears.

Small appetite or picky eaters: Sweet drinks are full of energy (kilojoules) and can fill children up, making them less hungry for food. For picky eaters, stopping or limiting sweet drinks is a helpful way to encourage appetite for other foods.

Problems such as iron deficiency anaemia, and poor growth may occur in babies and toddlers who replace foods such as breast milk, formula or solids with sweet drinks.

Change in bowel habits: Young children may have problems digesting some of the sugars in sweet drinks, which can lead to loose bowel actions or diarrhoea. This may cause slow growth if energy and nutrients are regularly lost from the body. When sweet drinks are removed from the child's diet, loose bowel actions may improve.

(Ref: Better Health – *Soft drinks, juice and sweet drinks - children*)

www.betterhealth.vic.gov.au/health/healthyliving/soft-drinks-juice-and-sweet-drinks-children)

TOPIC 6:

Educator's role during mealtimes

GUIDELINE 6:

Plan mealtimes to be positive, relaxed and social.

GUIDELINE 7:

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

GUIDELINE 8:

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

GUIDELINE 9:

Offer meals and snacks at regular and predictable intervals.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE003 Provide care for children	
Element 1	Provide physical care
1.2	Supervise and engage with children eating and drinking
CHCECE004 Promote and provide healthy food and drinks	
Element 1	Promote healthy eating
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes
1.3	Support and guide children to eat healthy food
1.4	Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day
1.5	Assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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
2.4	Assist in providing education and support to families around healthy eating
Performance Evidence <ul style="list-style-type: none"> • Role modelling healthy eating habits for children • Creating a positive, relaxed environment during mealtimes • Engaged children by involving them in menu planning and assisting in meal preparation 	

CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
3.2	Ensure babies are fed individually
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
Performance Evidence <ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Engaging in one-to-one interactions with babies and toddlers during daily routines 	
Knowledge Evidence <ul style="list-style-type: none"> Dietary requirements and nutritional needs of babies and toddlers Different practices and routines used by various families and their underlying cultural or personal rationale 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 27-35	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 14-18, 22-23	
Healthy Kids website	Parents and carers tab. Under 5's nutrition. Information about allergies and food intolerances. 'Healthy Eating Learning Experiences Resources'	
<i>Caring for Children</i>	Section 1 p 24, 26-40, Section 2 p 72, 73, 80-82	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3	Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Standard 2.1.3	Effective hygiene practices are promoted and implemented
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	

Related policy document (continued)		
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Mealtimes are an important daily ritual whether it is at home or in an early childhood setting. In most cultures, mealtimes are when families join together for sharing food and conversation in a relaxed manner. Mealtimes are also often used as a time to celebrate.

Educators need to be aware of the actual ritual and significance of mealtimes with children. It requires thought and planning to create a positive and relaxed eating environment. For many children who attend for extended periods of time, most of their mealtimes are at the service, with only a few meals at home.

It is important to create a suitable physical and social environment for children to feel relaxed and comfortable - a suitable area that is free of distraction, with appropriate sized tables, chairs, high chairs and utensils when needed. The environment should also provide opportunities for children to develop independence by practicing their self help skills.

Educators are role models for children and play an important part in helping children to develop good eating behaviours, to learn about nutrition and enjoy food.

Suggested adult learner activities

Activity 6.1

Practical: Set up and provide a mealtime experience.

Using the EYLF as your guide (sense of belonging, secure, trusting, reciprocal relationships, children have a strong sense of wellbeing), set up an area to share a healthy meal/snack.

Then with your group of adult learners or in an early childhood service (toddlers or pre-schoolers) sit down with the group, interact with children and include the topic of healthy eating into the conversation.

Evaluate your role as an educator in this mealtime experience.

Activity 6.2

Scenario: A parent is very concerned that their two year old child is not eating enough food and they are worried that they will become sick. They have asked you to sit with the child and make them eat at mealtimes. What would you say and do?

Activity 6.3

Group discussion: Choose a statement/s for discussion on the educator's role at mealtimes:

Do you agree or disagree? Give a reason for your answer.

- 1 Educators don't need to sit down with young children at mealtimes, as it is a great time to catch up on other tasks.
- 2 Babies and toddlers need to be placed in high chairs for all mealtimes to prevent any health or safety risks.
- 3 An educator does not have to eat the same food as the children.
- 4 Young children should not have to wait to start eating at the same time.
- 5 Educators need to intentionally teach children about healthy foods and drinks at every mealtime.

Activity 6.4

Research: Locate up to date research on the impact of adults as a role model for children's eating habits. Write a report/class presentation on your findings.

Links to resources

Raising Children Network	http://raisingchildren.net.au
<p>Early Childhood Australia's <i>Professional Learning Program</i> has a number of e-learning videos that can be used to show various practices around mealtimes in relation to NQS and EYLF</p> <p>There are also newsletters on relevant topics</p>	<p>Videos include:</p> <ul style="list-style-type: none"> • Routines around lunch • Relaxed conversation during fruit time • Discovering lunchtime • Lunch time with toddlers <p>www.earlychildhoodaustralia.org.au/nqsplp/e-learning-videos/connecting-with-practice-eylf-nqs</p>

Suggested answers to activities

Activity 6.1

Set up of area:

- small groups of tables to enable easy conversations
- appropriate sized equipment for ease of use
- suitable equipment to encourage self-serving and clearing that is empowering for the child to make their own decisions
- area free of distractions
- area is aesthetically pleasing eg. tablecloths, placemats, vase of flowers or interesting object on each table, pictures/paintings around the area
- space at each table for adult to be supporting and guiding the experience
- children encouraged to assist in setting up the mealtime area to support sense of belonging and being part of the experience.

Interactions – respectful and thoughtful

- are calm and unhurried
- children are given time to eat rather than being rushed off to the next experience/ routine
- educator to observe and respond to children's non verbal/verbal cues of eating in a group, response to food offered or chosen, signs of anxiety, distress about the meal, appetite
- appropriate positive messages are given, rather than negative, in regard to table manners, manner of eating, types of food chosen, mess or spillages that may occur
- educator to promote social interactions between all children (a sense of belonging, respectful relationships, strong sense of well being)
- key messages about healthy eating are included in a non threatening conversational manner
- evaluation would link back to the EYLF principles, practices and outcomes.

Activity 6.2

- educators need to listen sensitively to the concerns of the parent before reacting or responding
- any response is done with empathy and respect for parent's concerns even if they are in contrast to appropriate practice
- use of 'I' statements, clarifying questions and statements to understand the concern
- it may be that the parent believes that a healthy child should look chubby
- the parent may have been pressured by other family members about the size and appearance of the child
- a response would initially include asking questions and getting an understanding of the child's eating patterns at home compared to the service
- an explanation of the general developmental characteristics of eating habits of a two year old, eg. their appetite varies due to growth spurts, they have small stomachs and often eat many small meals rather than one large meal, child may be distracted, tired
- explanation that it is against the law/regulations to force feed a child
- other strategies could include:
 - provide smaller portions at regular intervals throughout the day
 - create area or time making sure the child is not tired or distracted
 - provide a 'mixed platter' meal with small bits of a few foods eg. a piece of tomato, a piece of cheese, a piece of chicken, half a slice of bread, a piece or two of fruit etc

TOPIC 7:**Catering to individual needs – allergies and food intolerances, cultural considerations****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*.

GUIDELINE 7:

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

GUIDELINE 8:

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

GUIDELINE 9:

Offer meals and snacks at regular and predictable intervals.

GUIDELINE 10:

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

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE002 Ensure the health and safety of children	
Element 1	Support each child's health needs
1.1	Communicate with families about children's health needs
1.2	Maintain confidentiality in relation to children's individual health needs
Element 6	Contribute to the ongoing management of allergies
6.1	Identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis
6.2	Apply organisation risk management strategies for children with severe allergies
Knowledge Evidence	
<ul style="list-style-type: none"> • Potential hazards to children, including medical conditions • Safety issues and risk management strategies for children's health and safety in a variety of contexts 	
CHCECE004 Promote and provide healthy food and drinks	
Element 1	Promote healthy eating
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes
1.3	Support and guide children to eat healthy food
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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

CHCECE004 (continued)	
<p>Performance Evidence</p> <ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Food allergies, food intolerances, contamination and/or allergic reactions in meal preparation and possible reactions, including anaphylaxis Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
3.2	Ensure babies are fed individually
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
<p>Performance Evidence</p> <ul style="list-style-type: none"> Assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain Feeding babies Engaging in one-to-one interactions with babies and toddlers during daily routines 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Individual patterns and routines of babies and toddlers Dietary requirements and nutritional needs of babies and toddlers Different practices and routines used by various families and their underlying cultural or personal rationale 	
CHCECE016 Establish and maintain a safe and healthy environment	
Element 1	Support each child's health needs
1.1	Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis
1.2	Ensure that any concerns or questions about a child's health needs are conveyed to their family
Element 6	Take precaution to protect children from harm
6.2	Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition
<p>Performance Evidence</p> <ul style="list-style-type: none"> Enacting strategies to support children to take increasing responsibility for their own health and physical well being 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Strategies for minimising risk 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 21-37	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 18, 20-23	
Healthy Kids website	Parents and carers tab. Under 5's nutrition. Information about allergies and food intolerances. <i>Munch & Move</i> fact sheets on introducing new food and fussy eaters	
<i>Caring for Children</i>	Section 1 p 24-27, Section 2 p 60-63, p 72-73	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 5	Care for your food; prepare and store it safely
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Element 2.1.1	Each child's health needs are supported
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Early Years Learning Framework	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity, cultural competence
	Practice	Holistic approaches, responsiveness to children
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Every child's eating is determined individually in regard to physical, medical and cultural needs. Educators work in partnership with families to support and develop individual plans. 'Australia has one of the highest reported incidences of food allergies in the world, and the numbers are growing at an alarming rate. In fact, one in 10 babies born in Australia today will develop a food allergy.' (Ref: Allergy and Anaphylaxis Australia, 2016, accessed 19 May, 2016, www.allergyfacts.org.au) Therefore, allergies and food intolerances need to be treated seriously when providing food in an early childhood setting. The most common foods capable of causing allergies are peanut and tree nuts, egg, milk, fish, shellfish, sesame, wheat and soy. Food allergies are caused by a reaction to the protein components of particular foods. Reaction is usually immediate and symptoms range from mild to life threatening.

Educators working with children and families need to respect and be sensitive to the various cultural and religious beliefs in regard to healthy eating.

Educators also need to be understanding and respectful of children's individual likes and dislikes and provide a supportive yet relaxed environment where children can be encouraged to try and explore different foods.

'Adults provide, children decide' is an appropriate message to assist educators in supporting children's choices.

Suggested adult learner activities

Activity 7.1

Scenario: A family is enrolling their 3 year old child at your service. The child has a life threatening peanut allergy and the family are concerned about the child's wellbeing at the service. The service provides all meals.

What information do you need to obtain from the family about the child's allergy?

Explain to the family about how you will manage the risk to their child.

What procedures does the service follow?

Activity 7.2

Research: Choose one cultural background of a family eg. Vietnamese, Sudanese, Arabic, Nepalese, etc.

Find information on the particular practices in regard to child rearing and feeding of young children.

How would you cater to these individual needs in an early childhood setting?

Activity 7.3

Writing a family newsletter: Write a column/short piece for the service newsletter about the presence of a child with severe allergies attending the service and inform families of what allergy-aware strategies that have been put into place. Note how parents can assist the service.

Activity 7.4

Research: Find information, posters and brochures to promote healthy eating that are specific for Aboriginal and Torres Strait Islander families.

Choose one to critique and share with the group.

Activity 7.5

Research NQS: While Element 2.2.1 of the NQS is about healthy eating being promoted, what other elements need to be considered for catering to individual needs with allergies, food intolerance and cultural considerations?

Links to resources

Allergy and Anaphylaxis Australia	www.allergyfacts.org.au
Children's Hospital Westmead has a number of fact sheets for families	www.schn.health.nsw.gov.au/parents-and-carers/fact-sheets
Australian Government Department of Health Indigenous <i>Get Up & Grow</i> resources	www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources
Eat for Health – brochures and posters for indigenous families	www.eatforhealth.gov.au
NSW Health Northern NSW Local Health District - Healthy Eating Active Living	nswlhd.health.nsw.gov.au/health-promotion/closing-the-gap/healthy-eating-active-living/want-know
<i>Australian Guide to Healthy Eating</i> – translated	www.mhcs.health.nsw.gov.au/publicationsandresources/pdf/publication-pdfs/oth-9450

(See Topic 11 for further resources for Aboriginal and Torres Strait Islander families)

Suggested answers to activities

Activity 7.1

The family needs to provide information and an action plan from a medical practitioner and also any medication that is required by the child.

The service has its own allergy management policy and also an individual management plan. This information is provided to families. All educators need to be allergy aware and have completed training in anaphylaxis emergencies.

The service is required to put risk minimisation strategies in place and inform the family.

Activity 7.2

Answer would include discussing with the family on enrolment regarding their current food/ feeding practices with their child. Collaborating with the family on how to incorporate these into the service is an important step.

Activity 7.3

Answer would include basic information about allergies. What particular foods are being avoided at the service? Risk minimisation strategies should be in place such as children not sharing food, checking labels if families bring food to the service, hygiene processes such as washing hands before and after eating etc.

Activity 7.5

NQS Elements 2.1.1, 2.2.1, 2.3.2, 2.3.3, 6.1.1, 6.2.1, 6.3.3.

TOPIC 8:**Menu planning for an early childhood setting****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*.

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 boiled water in addition to infant formula.

GUIDELINE 7:

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

GUIDELINE 8:

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

GUIDELINE 9:

Offer meals and snacks at regular and predictable intervals.

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE004 Promote and provide healthy food and drinks	
Element 1	Promote healthy eating
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes
1.3	Support and guide children to eat healthy food
1.4	Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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
2.3	Read and interpret food labels and other information about food content
2.4	Assist in providing education and support to families around healthy eating
2.5	Assist to develop and display a cycle of written menus detailing the food that is provided to children
Performance Evidence	
<ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and religious requirements Engage children by involving them in menu planning and assisting in meal preparation Read and interpret food labels to identify ingredients of concern and nutrition content 	
Knowledge Evidence	
<ul style="list-style-type: none"> Infant feeding requirements and guidelines Recommendations for healthy eating – <i>Australian Dietary Guidelines</i> and <i>Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood</i> resources Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	

CHCECE005 Provide care for babies and toddlers	
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
Knowledge Evidence <ul style="list-style-type: none"> • Individual patterns and routines of babies and toddlers • Dietary requirements and nutritional needs of babies and toddlers • Different practices and routines used by various families and their underlying cultural or personal rationale 	

Reference to key resources

Resource	Relevant sections
<i>Get Up & Grow</i>	Director/Coordinator Book p 21-35
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 10-13, p 16-17, p 42-53
Healthy Kids website	Teachers and childcare tab, there are links to <i>Caring for Children</i> with downloadable pages on menu planning and checklists. Under the campaigns and programs there are fact sheets and helpful resources for lunchbox ideas. There is a separate tab for recipes
<i>Caring for Children</i>	Section 1 p 41-44, Section 2 p 55-71, p 74-79, Section 3 food preparation and menu planning p 89-106, recipes p 107-160
Related policy document	Relevant sections
Australian Dietary Guidelines	Guideline 1 To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2 Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3 Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2 Children's health and safety
	Standard 2.1 Each child's health is promoted
	Element 2.1.3 Effective hygiene practices are promoted and implemented
	Standard 2.2 Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6 Collaborative partnerships with families and communities
	Standard 6.2 Families are supported in their parenting role and their values and beliefs about childrearing are respected
Element 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	
Early Years Learning Framework	Principles Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice Holistic approaches, responsiveness to children
	Outcome 3 Children have a strong sense of wellbeing

Overview of topic

Menu planning should be a team effort involving the cook, director, educators, families and children. Children who attend early childhood services may spend the majority of their day in care for up to five days a week. Many children therefore receive a significant part of their total nutritional needs at the service.

Under the *Education and Care Services National Regulations* (2011) children must have access to drinking water at all times and be offered food and beverages appropriate to the needs of each child on a regular basis throughout the day. Food must be nutritious and adequate in quantity and is chosen having considered the dietary requirements of each child's individual needs (growth and development, cultural, religious or health requirements).

Planning menus will help ensure that the best food choices are made, meals are varied and preparation is as smooth and easy as possible. If simple unprocessed foods are used in the menu, educators and cooks do not have to read many food labels. Menu planning ensures that each child's food requirements can be monitored and checked. Generally menus are planned around a main meal in the middle of the day with both morning and afternoon snacks. In some services, both a breakfast and late snack is also provided when children attend for extended hours.

Suggested adult learner activities

Activity 8.1

Menu planning: Create a 2 week menu plan for babies, toddlers or pre-schoolers following the recommended daily guidelines for each age group. (Use *Caring for Children* 'Nutrition Checklist for Menu Planning' and 'Two Week Cycle Planning Tool').

One week of the plan to incorporate visuals (cut out pictures of foods and meals).

Activity 8.2

Scenario: A family has just enrolled their 3 year old child who, due to family religious practices, does not eat meat or any meat products. What strategies would you put in place to ensure this request is complied with? How do you adjust your current menu to provide some non meat alternatives? Suggest at least two different snacks and two different main meals that could be used. List the sources of protein used in your meals and snacks.

Activity 8.3

Modifying a recipe: Choose a favourite recipe from a cookbook, magazine or website. Modify the recipe to make it suitable for either a group of ten 6 -12 month olds or 1-2 year olds or 2-5 years. Take into consideration the different food requirements and needs for your chosen age group. Consider how to reduce or omit fat, sugar and salt.

Write down the daily requirements of each food group (refer to previous topic).

Explain how you have modified the recipe.

Activity 8.4

Research: Many families have little understanding of the meaning of a 'healthy snack'. Choose five common pre-packaged snacks given to children and evaluate if they are 'healthy' or 'not healthy'. List the fat and sugar content. What suggestions could you give to families to replace the pre-packaged snacks?

Put your findings into a newsletter for families.

Links to resources

Eat for Health website contains healthy eating guidelines, healthy eating for babies and children to assist in menu planning	www.eatforhealth.gov.au
Sharpe, T. 2013. <i>Educating palates – Healthy eating for growing bones and minds, A guide for families and childcare centres</i> . Tony Sharpe and Educating Palates	

Suggested answers to activities

Activity 8.1

Refer to *Caring for Children* p 29 Sample Daily Food Amounts for Infants, p 30 for toddlers, p 48 for 2-5yrs, p 92 'Nutrition Checklist for Menu Planning', p 93 'Two Week Cycle Planning Tool', p 103-106 Sample Menus.

Activity 8.2

Suggested strategies:

- collaborate with the family about suitable foods
- include vegetarian options in the weekly menu
- increase vegetable options for each meal
- inform all educators
- create a list of what foods the child can and can't eat
- post a chart in the food preparation area
- add notice of child's preferences to either the food trolley or specific room with child's photo, name and foods s/he cannot eat
- suggested snacks – home made vegetarian dips, breads, fruit and vegetable platter
- suggested meals – meatless bolognaise sauce and pasta, rice, chickpeas and vegetables, vegetarian lasagne.

Activity 8.3

Answers will vary depending on the recipe chosen.

TOPIC 9:**Safe food handling and preparation****GUIDELINE 10:**

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

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE004 Promote and provide healthy food and drinks	
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.3	Read and interpret food labels and other information about food content
Element 3	Maintain food safety while carrying out food-handling activities
3.1	Assist in developing and maintaining food safety procedures
3.2	Within scope of own work role, carry out food-handling preparation and storage according to service policies and procedures and regulatory requirements
3.3	Follow food safety procedures when preparing food
<p>Performance Evidence</p> <ul style="list-style-type: none"> Ensuring safe handling, preparation and storage of food and drinks 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Food allergies, food intolerance, contamination and /or allergic reactions in meal preparation and possible reactions, including anaphylaxis Food handling requirements, preventing microorganism and/or allergic reactions 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.3	Follow approved standards for safe storage and heating of formula and breastmilk and for cleaning equipment and utensils
<p>Performance Evidence</p> <ul style="list-style-type: none"> Heating breastmilk and formula, preparing bottles and preparing and heating food Cleaning equipment and utensils 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Food safety guidelines 	
CHCECE016 Establish and maintain a safe and healthy environment	
Element 6	Take precaution to protect children from harm
6.2	Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition
<p>Performance Evidence</p> <ul style="list-style-type: none"> Promoting and monitoring safety practices, including administration of medicines and safe handling of food 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Strategies for minimising risk 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 35-42	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 18-19	
<i>Caring for Children</i>	Section 3 p 83-88	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 5	Care for your food; prepare and store it safely
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Element 2.1.3	Effective hygiene practices are promoted and implemented
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships
	Practice	Holistic approaches, responsiveness to children
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Early childhood services must prepare and provide food in a way that is safe for children in their care in order to reduce the risk of spreading infectious diseases through food. Standard 3.3.1 of the Australia New Zealand Food Standards (FSANZ) Code states that education and care services must have 'a documented food safety program'. Food safety is monitored by the health department in each state and territory. Staff directly involved in food preparation should do appropriate training.

Staying Healthy: Preventing infectious diseases in early childhood education and care services 5th Edition, updated June 2013, a publication written specifically for services providing care and education to groups of children states that "food safety is an important part of infection control in education and care services. The best ways to prevent diseases spreading through food are hand hygiene; not sharing food, plates or utensils; preparing and storing food properly; and keeping food preparation areas clean. Disinfectants are not routinely needed in food preparation areas if surfaces are thoroughly cleaned with detergent in hot water and allowed to dry".

Suggested adult learner activities

Activity 9.1

Research: Refer to *Staying Healthy: Preventing infectious diseases in early childhood education and care services* 5th Edition, updated June 2013, National Health and Medical Research Council (NHMRC) www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf

Read Section 3.5 Food Safety p 56- 60 and answer the following:

- 1 What should be used to clean food preparation surfaces?
- 2 Do you need to wear gloves for food preparation?
- 3 Can you use a shared plate for food with children?
- 4 What temperature should hot food be for it to be safe? Why?
- 5 How cold should food be to be stored correctly?
- 6 What is the temperature danger zone for food?
- 7 How can you keep raw and cooked food separate when storing or cooking food?
- 8 What are suitable foods for children to cook? Why?
- 9 What are good hand washing techniques for adults and children to use prior to preparing, handling or eating food?
- 10 Can vinegar be used as a cleaning agent in an early childhood service?

Activity 9.2

Research: List as many food handling, storage and preparation tips as you can find.

Use recommended authorities for your research. eg. *Staying Healthy, Caring for Children*, Food Safety Information Council – www.foodsafety.asn.au

Activity 9.3

Task: Choose one of the following:

- Make a poster to put in the kitchen to remind all staff of key food safety messages
- Make a poster warning of how cross-contamination may occur
- Make a poster of when hands should be washed and the correct technique

Use both visuals and words.

Activity 9.4

Scenario: A Chinese parent insists on bringing food from home for her child for lunch. She has brought it in freshly cooked and hot for it to be just served to the child in 3 hours time.

If your service already provides food, how will you manage this request?

If your service does not provide lunch, how will you manage this request?

Take into consideration: policies and procedures of your service, 4 hour/2 hour rule, cooling and reheating recommendations, type of food ie. potentially hazardous, staff available for taking action, cultural and family needs, relationships with families etc.

Links to resources

<i>Staying Healthy: Preventing infectious diseases in early childhood education and care services</i> 5th Edition, updated June 2013, National Health and Medical Research Council (NHMRC)	www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55_staying_healthy_5th_edition_150602.pdf
Food Standards Australia New Zealand	www.foodstandards.gov.au/Pages/default.aspx
NSW Food Authority	www.foodauthority.nsw.gov.au/_Documents/retail/4_hour_2_hour.pdf

Suggested answers to activities

Activity 9.1

- 1 Detergent and hot water is all that is needed to clean. Bacteria prefer wet surfaces so ensure they are then dried
- 2 Gloves are not needed for food preparation but hands should be washed thoroughly before and after handling food
- 3 Children can have a shared plate but tongs or other serving utensils should be used
- 4 More than 60°C because that can kill off bacteria etc. If you can heat to 70°C for at least two minutes, that ensures food is safe
- 5 Less than 5°C, so check the refrigerator temperature too
- 6 Between 5 – 60°C
- 7 Separate chopping boards and knives, raw meat on low shelf in the refrigerator with cooked foods above, separate shelves for raw and cooked food, keep raw and cooked food separate during preparation times
- 8 Food that will be cooked afterwards because heating the food to 60°C or more will destroy any possible germs
- 9 Wash hands thoroughly using soap and water, wash between fingers, front and back of hands, and rinse well, dry well
- 10 No, vinegar should not be used. Detergent and hot water is recommended for looking after 'groups of children in care'.

Ref: *Staying Healthy: Preventing infectious diseases in early childhood education and care services* 5th Edition, updated June 2013, NHMRC

Activity 9.2

Transport – use of cooler bags, use closest set of shops, reduce prolonged trip, any damaged food or out of date food is not used.

Storage – air tight containers, covered items, put cold items in refrigerator as soon as possible at 5°C or less, store raw items (especially meat) below cooked items, do not refreeze thawed food, keep cold food cold until it is ready for consumption, put hot food into shallow containers for storing in the refrigerator.

Preparation – do not handle food if you are ill, wash hands thoroughly and dry them, clean all surfaces to be used with hot water and detergent, use separate boards and knives for raw and cooked food, thaw food in the refrigerator or microwave, only reheat leftover food once, reheated food must be heated above 60°C, ensure food is heated to a correct temperature using a food thermometer, wash fruit and vegetables, long hair should be tied back.

Handling – use tongs or other serving utensils, wear gloves if handling food for serving (and do not touch anything else except food), children should have their own plate/bowl/glass/cutlery, ensure children have washed and dried their hands, ensure children do not touch food that is then handled or eaten by another child, feed babies with their own spoon, if cutlery falls on the floor replace it with a clean item, ensure equipment is clean eg. plates, tongs etc, ensure food is not left out to cool down to the temperature danger zone of 5-60°C for too long prior to serving.

Activity 9.4

Areas for discussion for services that do or do not provide food:

- Check policies and procedures for specific information
- Family culture and needs must be taken into consideration as well as your relationship with the family
- Will this be required on a regular basis or a one-off?
- Are staff able to manage this at lunchtime?
- Food may need to be reheated so a microwave would most likely be required and a food thermometer to check it has reached at least 60°C. Consideration of the 4 hour/ 2 hour rule (see next page)

- Is the food potentially hazardous and are other considerations required? eg. foods normally considered to be potentially hazardous are:
 - raw meats, cooked meats and food containing meat, such as casseroles, curries, lasagna and meat pies
 - dairy products and foods containing dairy products, such as milk, cream, custard and dairy-based desserts
 - seafood (excluding live seafood) and food containing seafood, such as seafood salad
 - processed fruits and vegetables, such as prepared salads and ready-to-eat fruit packs
 - cooked rice and pasta
 - processed foods containing eggs, beans, nuts or other protein-rich food, such as quiche and soya bean products
 - foods that contain any of the above foods, such as sandwiches, rice salads and pasta salads.

4 hour/ 2 hour rule:

After the first 2 hours, if food hasn't been consumed it must be thrown out. It cannot be returned to refrigeration.

Within the first 2 hours there are three options for the food:

- it can be used immediately
- returned to refrigeration at or below 5°C, or
- reheated to 60°C or above.

BUT you must keep track of this. The total allowable time food can stay out of temperature control is 4 hours, so any time during transport, storage or preparation the food spends between 5°C and 60°C must be counted towards this time.

Ref: *NSW Food Authority* – www.foodauthority.nsw.gov.au/_Documents/retail/4_hour_2_hour.pdf

Ref: *FSANZ Food Standards Australia New Zealand* – www.foodstandards.gov.au/consumer/safety/faqsafety/pages/foodsafetyfactsheets/charitiesandcommunityorganisationsfactsheets/temperaturecontrolma1477.aspx

TOPIC 10:**Promoting healthy eating with children****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*.

GUIDELINE 6:

Plan mealtimes to be positive, relaxed and social.

GUIDELINE 7:

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

GUIDELINE 8:

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

GUIDELINE 9:

Offer meals and snacks at regular and predictable intervals.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE004 Promote and provide healthy food and drinks	
Element 1	Promote healthy eating
1.1	Engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition
1.2	Model, reinforce and implement healthy eating and nutrition practices with children during mealtimes
1.3	Support and guide children to eat healthy food
1.4	Check that children have ready access to water and are offered healthy food and drinks regularly throughout the day
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.1	Within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating
2.2	Assist in ensuring children's individual needs are 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
2.3	Read and interpret food labels and other information about food content
2.4	Assist in providing education and support to families around healthy eating
2.5	Assist to develop and display a cycle of written menus detailing the food that is provided to children
Performance Evidence	
<ul style="list-style-type: none"> • Role modelling healthy eating habits for children • Engage children by involving them in menu planning and assisting in meal preparation 	
CHCECE005 Provide care for babies and toddlers	
Element 3	Promote quality mealtime environments
3.1	Promote positive mealtime environments that are adapted to meet the individual child's routines and needs
Performance Evidence	
<ul style="list-style-type: none"> • Engaging in one-to-one interactions with babies and toddlers during daily routines 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 21-35	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 9-18, p 42-53 Section 2 'Munch Learning Experiences' p 55-68	
Healthy Kids website	<i>Munch & Move</i> program has extensive resources eg. the 'Healthy Eating Learning Experiences Resource'	
<i>Caring for Children</i>	Section 2 p 45, p 80-82, p 88 Section 5 p 165-174	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3	Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Element 2.1.3	Effective hygiene practices are promoted and implemented
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Early Years Learning Framework	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	Principles	Secure, respectful and reciprocal relationships, partnerships, respect for diversity
	Practice	Holistic approaches, responsiveness to children, cultural competence
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Early childhood services have a unique opportunity to provide a positive learning environment in relation to healthy eating. Children are exposed to a variety of healthy food choices and given time to taste, explore and understand in a positive and supportive environment.

Healthy eating can be embedded in the program on a daily basis supported by a play based approach following *The Early Years Learning Framework: Outcome 3: Children have a strong sense of wellbeing; Children take an increasing responsibility for their own health and physical wellbeing.* 'Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships is integral to wellbeing and self confidence.'

The *Guide to the National Quality Standard* states that as part of the assessment process, educators may be observed “engaging children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition”.

Promoting healthy eating does not just occur at mealtimes, but can be incorporated throughout the day through an extensive variety of both intentional and spontaneous learning experiences. These include discussions, books, songs, rhymes, games, music, exploration, creating, growing and maintaining food gardens, food preparation and cooking as well as excursions.

Healthy eating should not be seen as just a project that is implemented for a short period of time, and then forgotten. It needs to be seen as ongoing and the basis for life long learning so children can carry this understanding throughout their life.

Adult learners need to have personal knowledge and understanding of what it means to have a healthy lifestyle and good nutrition. It is important for adult learners to understand the importance of role modelling to reinforce the key messages.

Suggested adult learner activities

Activity 10.1

Practical: Each adult learner is to bring in a piece of fruit to be shared with other learners in the group. One learner is responsible for demonstrating the correct food handling procedures while preparing the fruit and promoting discussion about good nutrition with the group. The whole group will sit down together to eat the fruit. This activity can be repeated on a regular basis, so all learners have an opportunity to participate. This will enable a positive healthy eating routine to be embedded with the adult learners.

A self evaluation of the task could be written.

Activity 10.2

Research: What food preparation can young children be involved in? Consider suitable utensils for children’s use and being hazard aware, rather than risk averse.

Watch the e – learning video ‘making salad’ to promote ideas and discussion.

www.earlychildhoodaustralia.org.au/nqsplp/e-learning-videos/connecting-with-practice-eylf-nqs/making-salad/

How could you embed food preparation into the daily program?

Activity 10.3

Task: Create a list of at least 10 online reputable resources (other than the key resources) that can assist in promoting healthy eating to children. eg, activities, games, healthy recipes for children to cook, books, songs etc.

Activity 10.4

Quality Improvement Plan (QIP): Your service has decided as part of their ongoing improvement to create an edible garden at the service to promote healthy eating and sustainability.

Using a QIP format for Quality Area 3 write a plan including outcome/goal, strategies, person responsible, timeframe (what, how, who, when).

Links to resources

<p>There is a whole section in the <i>Munch & Move</i> Resource Manual, 'Munch Learning' (p 55- 68), which provides a wide variety of learning experiences that can be used with children.</p> <p>Healthy Kids website – <i>Munch & Move</i> resources – 'Healthy Eating Learning Experiences Resource', music, Food and Drink cards, posters etc</p>	<p>www.healthykids.nsw.gov.au</p>
<p>There area a number of e-learning videos can be accessed on Early Childhood Australia's Professional Learning Program site. They are found under the categories of 'Connecting with practice' and 'Observing practice'. Short vignettes include: routines around lunch, relaxed conversation during fruit time, discovering lunchtime, working in a community garden, discussing a drawing of a watermelon, enjoying the vegetable garden, the café, learning about food and preparing lunch</p>	<p>www.earlychildhoodaustralia.org.au/nqsplp/e-learning-videos</p>
<p>ACT Kids at Play website – This website has a downloadable list of suitable picture books (children's nutrition books) related to food that could be used with young children</p>	<p>www.health.act.gov.au/healthy-living/kids-play</p>
<p>Eat for Health – There is an interactive game called 'food balance' suitable for children 4-13yrs where they need to choose suitable foods from the 5 food groups for the day</p>	<p>www.eatforhealth.gov.au</p>
<p>NSW Early Childhood Education Environmental Education Network does require membership to access most resources, but the website contains a page of links that would be helpful in promoting healthy eating and awareness of food</p>	<p>www.eceen.org.au</p>
<p>The 'Fresh for kids' website by Sydney Markets has information on healthy eating. It has activities and ideas for eating fruit and vegetables, lunch box ideas and information on a variety of fruit and vegetables. Adult learners may be able to research suitable seasonal fruit and vegetables</p>	<p>www.freshforkids.com.au</p>
<p>'The Magic Lunchbox' storybook and educator resource were created by NSW Health Central Coast Local Health District Health Promotion team for early childhood services</p>	<p>www.healthpromotion.com.au/Navigation/Settings_Target_Group_Pre-schools_and_Childcare.html</p>
<p>'Go for 2 and 5' is an Australian Government campaign to promote healthy eating with 2 serves of fruit and 5 serves of vegetables each day. There is a specific web page for children with cooking activities and many other general resources</p>	<p>www.gofor2and5.com.au/KidsOnly.aspx</p>
<p>'Good for kids, good for life' is a website created by NSW Health Hunter New England Local Health District. There are downloadable resources specifically for early childhood services on healthy eating</p>	<p>www.goodforkids.nsw.gov.au</p>

Suggested answers to activities

Activity 10.2

Young children can be involved in using appropriate knives (not just plastic), small graters, vegetable peelers, hand juicer, melon baller, mortar and pestle, ice cream scoop, sieve, etc. Children do not need to be restricted to plastic or melamine cups and crockery either, consideration can be made to using smaller, thicker items made of glass or china and children can be taught to handle them appropriately.

Activity 10.3

There are a large variety of online resources that adult learners can access.

The main consideration is to critically evaluate the resource in terms of accuracy reliability and reputation. Government and larger organisations are generally accurate and reliable.

TOPIC 11:**Promoting healthy eating in partnership with families****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*.

GUIDELINE 7:

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

GUIDELINE 8:

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

GUIDELINE 9:

Offer meals and snacks at regular and predictable intervals.

**Unit/s of competency, element/s,
performance criteria, performance evidence, knowledge evidence**

CHCECE004 Promote and provide healthy food and drinks	
Element 2	Plan food and drinks that are nutritious and appropriate for each child
2.2	Assist in ensuring children's individual needs are 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
2.4	Assist in providing education and support to families around healthy eating
2.5	Assist to develop and display a cycle of written menus detailing the food that is provided to children
<p>Performance Evidence</p> <ul style="list-style-type: none"> Identifying and responding to requirements related to food allergies, medical conditions and cultural and religious requirements 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Importance of addressing individual dietary needs and preferences with particular reference to specific cultural, religious or health requirements 	
CHCECE005 Provide care for babies and toddlers	
Element 4	Provide an environment that provides security for babies/infants
4.1	Communicate with families daily about the child's intake and experiences with food and drink
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Different practices and routines used by various families and their underlying cultural or personal rationale 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 16-37 Family Book p 20, 43 Cooking for Children Book	
<i>Munch & Move</i>	Resource Manual Section 1 'Munch' p 14-24, p 32-51	
Healthy Kids website	Parents and carers tab, recipes to support families, tips for healthy eating, eating on a budget <i>Munch & Move</i> resources including fact sheets, posters, newsletter snippets promoting healthy lunchboxes	
Related policy document	Relevant sections	
Australian Dietary Guidelines	Guideline 1	To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs
	Guideline 2	Enjoy a wide variety of nutritious foods from these five food groups every day
	Guideline 3	Limit intake of foods containing saturated fat, added salt, added sugars and alcohol
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.1	Respectful, supportive relationships with families are developed and maintained
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Early Years Learning Framework	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
	Principles	Secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity
	Practice	Holistic approaches, responsiveness to children, cultural competence
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Families are viewed as the child's first and most influential teachers. Families are actively encouraged to work in partnership with the educators to promote the key messages of healthy eating. Educators need to be sensitive to the individual circumstances of each family and consider different strategies to use in order to promote healthy eating.

Relationships with families are key to understanding the approach the service will take. Generally families need to be provided with information in regard to nutrition policies and procedures on enrolment including information about food being provided at the service or being brought by the family to the service.

Suggested adult learner activities

Activity 11.1

Research: Locate 5 online resources that can be used to support families in promoting healthy eating.

Activity 11.2

Scenario: A parent is concerned about his 4 year child being a fussy eater. The child will only eat chicken nuggets and chips and refuses any healthy foods. How could you help this family?

(This activity could be role played in a class situation).

Activity 11.3

Task: Create a family newsletter about healthy lunchbox options. Consider different cultural perspectives as well.

Activity 11.4

Scenario: A three year old child's lunchbox contains a packet of chips and a chocolate bar. This has been occurring since the child started two weeks ago. The family is from a refugee background.

What will you say, and do, with the child and with the family?

What will you say and what strategies of support could you provide for the family?

Activity 11.5

Scenario for debate: Your service has a policy stating only nutritious foods are provided for children and high fat, sugar and salt foods are not used and parents are informed of this policy at enrolment.

A parent from a non-English speaking background, that you have been trying to build a rapport with, brings in a mud cake for her daughter's birthday.

Do you allow children to have the cake and explain to other parents (and children) why you went against policy OR do you explain to the parent that the cake cannot be accepted due to the policy? Can you keep your relationship with the parent AND follow your policy?

Links to resources

Eat for Health – Information to assist in promoting healthy eating with families	www.eatforhealth.gov.au
The Heart Foundation has information for families on healthy eating and recipes. There is also a campaign called 'mums united' that provides practical tips on keeping your family healthy	http://heartfoundation.org.au
'Get set for Life' a booklet for parents of four year olds. Adult learners may use the following as a guide to create other similar resources for different ages, or it could be an activity for students to discuss how they would use the resource with a family	www.health.gov.au/internet/main/publishing.nsf/Content/Health_Kids_Check_GetSet4Life
'Healthy Eating Active Living' online resources are produced by NSW Health Northern NSW Local Health District specifically for Aboriginal and Torres Strait Islander people. It includes Feeding your mob, Want to know more about healthy eating, Tucker talk, an interactive game to play about a healthy lunch box: 'weigh up your lunch box'	http://nswlhd.health.nsw.gov.au/health-promotion/closing-the-gap/healthy-eating-active-living/want-know

<p>Secretariat of National and Indigenous Child Care (SNAICC) Specific resources and research for Aboriginal and Torres Strait Islander people. These include factsheets or resources on Cooking with Bush Foods, Nutrition (Bush Tucker) Game, Damper Making</p>	<p>www.snaicc.org.au/category/health-healing-and-tucker</p>
<p>Raising Children Network has extensive information that can be used as simple easy to read fact sheets for families. There is a range of short videos that can be used with adult learners or can be used to support families.</p>	<p>https://raisingchildren.net.au</p>

Suggested answers to activities

Activity 11.2

Listen to parent concerns and ask some clarifying questions. How long has the behaviour been happening etc? Explain that it is often a normal stage of development when a child will often refuse food in a demonstration of their independence and having some control.

Strategies to assist could include:

- creating a positive and relaxed mealtime
- make sure the child has not filled up on other drinks or snacks before dinner, create a regular time for meals, and snacks
- don't bribe or punish a child who refuses to eat
- ensure adults are modelling appropriate eating behaviour
- continue to offer foods that have been refused previously
- set a time limit of 20-30 minutes for a meal
- add small amount of a new food to the regular food and gradually encourage exposure to a wider variety of foods
- if a snack is refused then the child should not receive food again until the next meal time so ensure this is communicated.

Ref: *Get Up & Grow* Director/Coordinator Book p 31

Activity 11.3

Refer to Healthy Kids website under *Munch & Move* resources.

Activity 11.4

Strategies include reassuring the child that they have done nothing wrong and give options to offer some food from the service (if available) or allow the child to eat the food provided on that one particular day. Explain to the child about healthy food choices to assist his growth and development.

Strategies for the family would include speaking in a sensitive manner and explaining the issue in regard to policies and procedures at the service. Discuss the benefits of healthy eating for their child in terms of growth and development. Provide suggestions for suitable options for the lunchbox (brochures with visuals), discuss in terms of benefits for child and also cost benefits for choosing unprocessed foods compared to processed and packaged foods and the safety of unprocessed food in Australia.

Activity 11.5

There is no 'correct' answer but it makes for a good moral debate! Make sure a discussion about why the service has a nutrition policy occurs and what other alternatives there may be to having a mud cake in order to celebrate an occasion.

Part B: Physical Activity



TOPIC 12:

Promoting physical activity with babies

RECOMMENDATION:

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

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:

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.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE002 Ensure the health and safety of children	
Element 2	Provide opportunities to meet each child's need for sleep, rest and relaxation
2.1	Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs
2.2	Provide appropriate quiet play activities for children who do not sleep or rest
Knowledge Evidence <ul style="list-style-type: none"> Safety issues and risk management strategies for children's health and safety in a variety of contexts 	
CHCECE005 Provide care for babies and toddlers	
Element 4	Provide an environment that provides security for babies/infants
4.2	Ensure safe areas and encouragement is provided for babies to practice rolling over, sitting, crawling and walking
4.3	Supervise closely when babies and toddlers can safely explore their environment with their hands, mouths and bodies
Performance Evidence <ul style="list-style-type: none"> Providing stimulating environments that support skill development Modifying the environment and interactions to support babies' changing requirements Encouraging their attempts to gain new skills 	
Knowledge Evidence <ul style="list-style-type: none"> Emotional, physical and language development of babies and toddlers 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 43-45, Family Book p 53-60	
<i>Munch & Move</i>	Resource Manual Section 3 'Move' p 69-79 Section 4 'Move Learning' p 105-118	
Healthy Kids website	Parents and carers tab, there is information on physical activity for under 5's including recommendations, in your backyard and learn to swim. Under the teachers and childcare tab, there is information on guidelines, service policy and publications. Under tab for stats and research there are a number of papers to refer to. Under campaigns and programs there is the <i>Munch & Move</i> section with extensive resources	
Related policy document	Relevant sections	
National Physical Activity Recommendations for Children 0-5 years	'Move and Play Every Day' brochure	
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity
	Practice	Holistic approaches, responsiveness to children, learning through play, intentional teaching, learning environments, cultural competence
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

Physical activity is vital for a child's development and provides the foundation for a healthy and active life. Educators and families should work in partnership to develop and encourage physical activities with babies. Babies should be encouraged to be as active as possible from birth in a safe, supervised, minimally structured and nurturing play environment. Physical activity encourages brain development, strengthens what the body can do, develops the senses and helps babies learn about their body and how it moves. It also provides the foundation for developing fundamental movement skills. Babies need daily opportunities to move on their stomach and back in a variety of free spaces, without being constrained by wraps or clothing. Young children's physical activity patterns are characterised by short, intense bursts of activity interspersed with periods of rest. Quality sleep is also a major factor in brain and body development.

Suggested adult learner activities

Activity 12.1

Activity: What are some strategies and equipment you would use to stimulate the senses and promote development of movement in babies from birth to one year? (This activity could be modified to be a practical in-class activity).

Movement	Strategy	Equipment
Holding head up		
Large limbs, arms and legs		
Rolling		
Reaching, grasping		
Pulling, pushing		
Crawling		
Standing		

Activity 12.2

Scenario: A family member has concerns about their six month old baby being left on the floor. They would prefer the baby is put in a walker or high chair or carried. The family is from Pakistan and believes that the floor is not a clean or safe place for a baby to be.

What will you say and do?

Activity 12.3

Practical: Draw a plan for a suitable outdoor environment to promote physical activity for babies (consider the particular skill/s you are promoting, types of suitable equipment, available space, safety).

AND set up the environment. Adult learners can self-evaluate (if equipment and a suitable area is available).

Activity 12.4

Songs and games: Research and find 5 songs, rhymes or simple games that could be used to promote movement with babies.

Choose one and teach to the rest of the group.

Activity 12.5

Research: Using the Australian Early Development Census (AEDC), search for your nearest local community and find the results for physical health and wellbeing.

What do the results reveal about your community?

What would you identify as the main priority in regard to physical health and wellbeing?

How could you implement this identified priority into a service including practical strategies?

Links to resources

Australian Government Department of Health <i>National Physical Activity Recommendations for Children 0-5 years</i> brochure	www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-phys-act-guidelines
Raising Children Network has extensive information about physical activity for both learners and families	http://raisingchildren.net.au
Sydney Children's Hospital Network has information and fact sheets for parents and carers on physical activity	www.schn.health.nsw.gov.au
'Good for kids, good for life' is a website created by NSW Health Hunter New England Local Health District. There are downloadable resources specifically for early childhood services for physical activity including a booklet titled 'I Move, We Move – The Guide', 2009. (Please note that it refers to outdated regulations, but ideas and information about activities are relevant)	www.imagineeducation.com.au/files/CHECE017/5.pdf www.goodforkids.nsw.gov.au/early-childhood-services/physical-activity

Suggested answers to activities

Activity 12.1

Refer to the *Munch & Move* 'Physical Activity for Babies and Toddlers' resource. Consider how the activities can be performed both inside and outside.

www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/PA_babiesandtoddler_April15_WEB.pdf

Movement	Strategy	Equipment
Holding head up	Tummy time	Variety of floor rugs, mats, with different textures and thicknesses
Large limbs arms and legs	Gentle rocking and swaying, position baby on back	Variety of floor rugs, mats with different textures, variety of slow rhythmic music
Rolling	Position baby on back, cross over leg to encourage rolling, position baby on a slight slope to assist	Suitable safe open floor space with variety of soft surfaces and suitable baby toys that can be used to promote rolling in one direction
Reaching, grasping	Place interesting suitable objects nearby, give or dangle close to baby	Mobiles, balls, rattles, books
Pulling, pushing	Place interesting suitable, large objects nearby that a baby can push around or pull behind them	Large boxes, baskets, sturdy wheeled toys
Crawling	Opportunities to move easily in a safe area free of obstacles at first, then progressing towards simple obstacles. Place interesting and suitable objects nearby for baby to move towards	Soft foam shapes, tunnel to crawl through, interesting objects for the baby to crawl towards, opportunities for changes in levels, slopes, materials to crawl over
Standing	Opportunities to support the baby to stand and pull up and down	Low, sturdy, stable furniture, appropriate and interesting toys

Activity 12.2

Listen to family concerns and reassure them. Discuss the importance of time for large muscles to develop. Collaborate to work out how to overcome this concern. Encourage family to share own ideas and suggestions and come to a compromise about how you can achieve the common goal of promoting physical development. Strategies might include: specific newly cleaned floor rugs that are only used for the baby, low sided platform or table that could be used, increased cleaning regime of floors etc.

Activity 12.4

Many nursery rhymes are suitable for promoting movement. Many simple finger plays and songs can be adapted to include movement words.

Activity 12.5

Refer to Australian Early Development Census (AEDC) www.aedc.gov.au

TOPIC 13:**Promoting physical activity
with toddlers and pre-schoolers****RECOMMENDATION:**

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

RECOMMENDATION:

For children two to five years of age, sitting 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.

**Unit/s of competency, element/s, performance criteria, performance evidence,
knowledge evidence**

CHCECE002 Ensure the health and safety of children	
Element 2	Provide opportunities to meet each child's need for sleep, rest and relaxation
2.1	Ensure sleep and rest practices are consistent with approved standards and meet children's individual needs
2.2	Provide appropriate quiet play activities for children who do not sleep or rest
Knowledge Evidence	
<ul style="list-style-type: none"> Safety issues and risk management strategies for children's health and safety in a variety of contexts 	
CHCECE003 Provide care for children	
Element 1	Provide physical care
1.3	Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety
Element 2	Promote physical activity
2.1	Consistently implement movement and physical experiences as part of the program for all children
2.2	Participate with children in their physical activity
2.3	Promote physical activity through planned and spontaneous experiences appropriate for each child
2.4	Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities
2.5	Engage children in outdoor play
2.6	Foster children's participation in physical activities
2.7	Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing

CHCECE003 (continued)	
Element 3	Adapt facilities to ensure access and participation
3.1	Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk taking
3.4	Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences
3.5	Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children's interests
<p>Performance Evidence</p> <ul style="list-style-type: none"> Promoting physical activity and encouraging participation Engaging children in discussions around physical health and wellbeing Adapting the physical environment to ensure challenge and appropriate risk taking 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Basic principles of child physical and emotional development Recommendations for physical activity in the <i>National Physical Activity Recommendations for Children 0-5 years</i> 	
CHCECE005 Provide care for babies and toddlers	
Element 4	Provide an environment that provides security for babies/infants
4.3	Supervise closely when babies and toddlers can safely explore their environment with their hands, mouths and bodies
<p>Performance Evidence</p> <ul style="list-style-type: none"> Providing stimulating environments that support skill development Encouraging their attempts to gain new skills 	
<p>Knowledge Evidence</p> <ul style="list-style-type: none"> Emotional, physical and language development of babies and toddlers 	

Reference to key resources

Resource	Relevant sections
<i>Get Up & Grow</i>	Director/Coordinator Book p 46-58, Family Book p 60-73
<i>Munch & Move</i>	Resource Manual Section 3 'Move' p 70-75, 79-104 Section 4 'Move Learning' p 105, 119-155
Healthy Kids website	Parents and carers tab, there is information on physical activity for under 5's including recommendations, in your backyard and learn to swim. Under the teachers and childcare tab, there is information on guidelines, service policy and publications. Under tab for stats and research there are a number of papers to refer to. Under campaigns and programs there is the <i>Munch & Move</i> section with extensive resources
Related policy document	Relevant sections
National Physical Activity Recommendations for Children 0-5 years	'Move and Play Every Day' brochure
National Quality Standard	Quality Area 2 Children's health and safety
	Standard 2.1 Each child's health is promoted

Related policy document (continued)		
National Quality Standard	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity
	Practice	Holistic approaches, responsiveness to children, learning through play, intentional teaching, learning environments, cultural competence
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

The *National Physical Recommendations for Children 0-5 years* state that 'toddlers and pre-schoolers should be physically active every day for at least three hours, spread throughout the day'. Children need time to learn a range of movement skills. These are generally termed fundamental movement skills (FMS) as they are the basis for all physical activity as they grow and mature. Both unstructured and structured play need to be included in all early childhood services. Unstructured physical play is child initiated. It is characterised by being creative, spontaneous, exploratory and challenging. It does include risk taking and rough and tumble play. Structured play provides opportunities for intentional teaching which can include games, music and movement sessions, or setting out particular equipment to develop a physical skill. Other physical activity includes participating in everyday tasks eg. gardening, packing equipment away etc. Working in partnership with families is vital for promoting physical activities with children both at home and at the service.

As more children are engaging in more sedentary behaviours due to technology (computers and hand held devices), greater emphasis needs to be placed on physical activity for health and wellbeing. There is also a growing body of evidence to support the benefits of unstructured outdoor physical play in nature.

Children's physical activity generally occurs in short intense bursts with periods of rest. Rest encompasses time where the body is able to recharge both mentally and physically. This includes activities such as relaxation, yoga or breathing exercises, quiet activities on a mat or at a table, or sleep.

Suggested adult learner activities

Activity 13.1

Task: List at least 10 benefits for young children to be physically active.

Activity 13.2

Research: Research the benefits of nature play eg. forest schools, outdoor kindergartens.

Activity 13.3

Practical: Find a game that incorporates at least 2 fundamental movement skills suitable for a preschool group.

Teach the game to the rest of your group. Groups may then create a resource folder of suitable games.

Activity 13.4

Research and presentation in class: Research the benefits of teaching relaxation to young children. What types of appropriate relaxation activities/resources would you provide for children who do not sleep?

Plan and implement a five minute relaxation experience suitable for 3-5 years old. Present this to the group.

(A five minute relaxation experience could be conducted at the beginning of each class).

Links to resources

Australian Government Department of Health <i>National Physical Activity Recommendations for Children 0-5 years</i>	www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-phys-act-guidelines
Raising Children Network has information for adult learners and families about physical activity for young children	http://raisingchildren.net.au
Australian Government Department of Health has a downloadable book to support families with four year olds on health and wellbeing	www.health.gov.au/internet/main/publishing.nsf/Content/Health_Kids_Check_GetSet4Life
Early Childhood Australia website has information for families on health and well being for young children	www.earlychildhoodaustralia.org.au/parent-resources/childrens-health-nutrition
The Heart Foundation has information for families on creating an active lifestyle	http://heartfoundation.org.au
ACT Government 'Kids at Play' website has a downloadable active play audit tool. It references the NQS and EYLF	http://health.act.gov.au/healthy-living/kids-play
NSW Health Northern Sydney Local Health District has created a resource called 'Mini Moves FMS Activity Pack' with Activity Cards, Monitoring Tools and chart	www.nslhd.health.nsw.gov.au/HealthInformation/HealthPromotion/Pages/Projects/Healthy_Weight/MunchMove/MiniMoves.aspx
Australian Sports Commission (Australian Government) has physical activity resources of Yulunga Traditional Indigenous Games suitable for school years K-3 and 4-6	www.ausport.gov.au/participating/resources/indigenous/full_resource

Suggested answers to activities

Activity 13.1

Refer to *Munch & Move* Resource Manual p 70.

Benefits include: promoting healthy growth and development, helping to achieve and maintain a healthy weight, improving cardiovascular fitness, building strong bones and muscles, improving balance, coordination and strength, maintaining and developing flexibility, improving posture, learning about the body and how it works, assisting with the development of gross and fine motor skills, providing the opportunity to develop fundamental movement skills, helping to establish connections between different parts of the brain, improving concentration and thinking skills including problem solving and decision making, building self confidence and self esteem, relieving stress and promoting relaxation, providing opportunities to develop social skills and make friends, promoting enjoyment of being active.

Long term it decreases the risk of becoming an inactive, overweight adult who is at risk of developing type 2 diabetes, high blood pressure, high cholesterol, heart disease and other chronic illnesses.

Activity 13.4

Refer to Raising Children Network for information on benefits of relaxation, breathing exercises etc.

<http://raisingchildren.net.au>

TOPIC 14:**Environmental considerations when setting up physical activities – safety and supervision****RECOMMENDATION:**

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

RECOMMENDATION:

Toddlers (1-3 years) and pre-schoolers (3-5 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 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.

Unit/s of competency, element/s, performance criteria, performance evidence, knowledge evidence

CHCECE005 Provide care for babies and toddlers	
Element 4	Provide an environment that provides security for babies/infants
4.2	Ensure safe areas and encouragement is provided for babies to practice rolling over, sitting, crawling and walking
4.3	Supervise closely when babies and toddlers can safely explore their environment with their hands, mouths and bodies
Knowledge Evidence	
<ul style="list-style-type: none"> • Safe and unsafe practices for working with babies 	
CHCECE016 Establish and maintain a safe and healthy environment	
Element 6	Take precaution to protect children from harm
6.1	Ensure safety checks are consistently implemented and action is taken as a result of the checks
6.2	Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition
Performance Evidence	
<ul style="list-style-type: none"> • Communicating hazards and safety issues to appropriate persons within the service • Planning and coordinating supervision of children 	
Knowledge Evidence	
<ul style="list-style-type: none"> • Strategies for minimising risk 	

Reference to key resources

Resource	Relevant sections	
<i>Get Up & Grow</i>	Director/Coordinator Book p 51-53	
<i>Munch & Move</i>	Resource Manual Section 3 'Move' p 73-74 Section 5 'Making it Happen' p 169	
Healthy Kids website	Under Parents and carers tab, there is information on physical activity for under 5's including recommendations, in your backyard and learn to swim. Under the teachers and childcare tab, there is information on guidelines, service policy and publications. Under tab for stats and research there are a number of papers to refer to. Under campaigns and programs there is the <i>Munch & Move</i> section with extensive resources	
Related policy document	Relevant sections	
National Physical Activity Recommendations for Children 0-5 years	'Move and Play Every Day' brochure	
National Quality Standard	Quality Area 2	Children's health and safety
	Standard 2.1	Each child's health is promoted
	Element 2.1.1	Each child's health needs are supported
	Standard 2.2	Healthy eating and physical activity are embedded in the program for children
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child
	Standard 2.3	Each child is protected
	Element 2.3.1	Children are adequately supervised at all times
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
	Quality Area 6	Collaborative partnerships with families and communities
	Standard 6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected
Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing	
Early Years Learning Framework	Principles	Secure, respectful and reciprocal relationships, partnerships, high expectations and equity, respect for diversity
	Practice	Holistic approaches, responsiveness to children, learning through play, intentional teaching, learning environments, cultural competence
	Outcome 3	Children have a strong sense of wellbeing

Overview of topic

The physical environment (both indoors and outdoors) plays a critical role in the provision of age appropriate and safe activities that engage, support and stimulate children's physical health and wellbeing. Therefore services need to minimise risks to children by: implementing policies that promote safe learning environments, supervising all activities, ensuring sufficient space for activities, using safe and well maintained equipment, ensuring safe clothing and footwear, ensuring sun safe practices occur and providing developmentally appropriate equipment and resources. There are four principles of supervision: scanning, positioning, knowing and listening.

It is important to intentionally teach young children about becoming hazard-aware of their environment, rather than risk-averse and teaching them strategies to assess and modify their behaviour in relation to the environment.

Suggested adult learner activities

Activity 14.1

Research: Either independently or in pairs, choose a topic from the list and provide your findings to the class in a 10 minute presentation or write a report of your findings.

- 1 What are the recommended SunSmart practices for early childhood services?
- 2 What does the *Education and Care and Services National Regulation 113* (2011) state and what risks need to be considered?
- 3 What are the Australian safety standards for playgrounds, playground equipment and surfaces?
- 4 What items should be included for an outdoor safety checklist to be completed prior to children playing outside?
- 5 What aspects of supervision need to be taken into account in an outdoor environment?
- 6 What is appropriate or inappropriate clothing and footwear for children in an early childhood service?

Activity 14.2

Scenario: Susan has just joined the team as an educator and she is very enthusiastic. She loves planning music, drama, obstacle courses, running games, etc in her program. She is quite physical with the children too and often has rough and tumble play during outdoor play which many of the children join in with.

What is your understanding of rough and tumble play?

What is the value of rough and tumble play in early childhood?

What factors would you need to consider if you would like to promote rough and tumble play in a service?

Activity 14.3

Discussion: 'There is no such thing as bad weather just inappropriate clothing for children'. Alfred Wainwright (British walker, author and illustrator)

Consider what this means in terms of outdoor play for young children.

What practical steps would you take to introduce this idea of outdoor play regardless of weather conditions to families and other educators in your service?

Activity 14.4

Discussion: How can we provide opportunities for children to safely undertake more complex physical activities, particularly in the outdoor natural environment?

Take into consideration safety and supervision policies and procedures.

Links to resources

Kidsafe NSW Inc has fact sheets, resources on playground safety	www.kidsafensw.org
SunSmart, Cancer Council NSW – join to be a SunSmart service	www.sunsmartnsw.com.au
<i>Education and Care Services National Regulation 113 (2011)</i>	acecqa.gov.au/national-regulations
Standards Australia	www.standards.org.au/Pages/default.aspx

Suggested answers to activities

Activity 14.1

Question 1: Refer to SunSmart Cancer Council information

Question 2: *Education and Care Services National Regulations (2011)*. Part 4.3: Physical Environment, Division 2 Additional requirements for centre-based services Regulation 113 Outdoor space – natural environment. Consider developmentally appropriate materials, the degree of supervision and being hazard aware. Also consider sharp objects, poisonous objects or plants and possible pests.

Question 3:

- Australian and New Zealand Standard AS/NZS 4486.1: Playgrounds and playground equipment Part 1: Development, installation, inspection, maintenance and operation
- Australian and New Zealand Standard AS/NZS 4422: Playground surfacing – Specifications, requirements and test methods
- Australian Standard AS 4685: Playground equipment
- Australian and New Zealand Standard AS/NZS ISO 31000: Risk management – Principles and guidelines

Question 4: Checking for outdoor pests such as spiders, spider webs; needles and other unwanted debris; cleanliness of equipment and yard; broken equipment holes, splinters etc; equipment set up correctly and safely for developmental abilities of children; presence of water; correct height of equipment eg. boards and trestles; equipment placed where climbing of fences etc cannot occur; gates are locked and or latched and in working order, sandpit is clear of rubbish.

Question 5:

- Staff to children ratios
- Ages of children – does anyone require closer supervision
- Areas that cannot be observed from a central spot
- Placement of equipment for good supervision
- Staff needing to leave to go inside – communication methods, replacement
- Staff actively playing with children
- Staff not standing together and chatting
- Staff keeping alert – eyes and ears – to children’s play
- Supervision of specific equipment eg climbing frames
- Appropriate positioning of educators so they are able to easily scan the environment
- Awareness of scanning the outdoor environment and listening for any changes
- Knowing and understanding the particular group of individual children and possible issues that may occur.

Question 6:

- Loose, breathable styles and fabrics that make it easy for children to move
- Clothing that considers sun safety – eg at least short sleeves, covers the neck and back, covers the stomach, covers the tops of legs

- Footwear that stays on the child's feet securely and provides a stable base for climbing and running
- Clothing that children can remove or put on by themselves for toileting, getting hot etc
- Hats that protect the face, neck and ears from sun
- Dresses may be a hindrance when climbing depending on the length and style
- 'Bib and braces' pants may be difficult for children to remove or do up depending on their age and ability and may get caught on equipment
- Belts may be difficult for children to do up or undo and may catch on climbing equipment
- 'Hoodies' with ties and scarves may get caught in equipment
- Thongs and 'slides' do not allow children to run and climb comfortably, they may be a trip hazard or a hazard when climbing.

Activity 14.2

Considerations: safety, supervision, risk taking opportunity, environment, parents views.

Kidsafe NSW – Playground Safety – Challenging Play – Risky! www.kidsafensw.org

Activity 14.3

Considerations: warm outdoor clothing in winter including hats, gloves, scarves, boots if required, appropriate clothing in wet weather or umbrellas, good footwear such as boots or gumboots or sandals for walking through water, puddles etc, sunsafe clothing and hats for very warm weather along with shade options.

Outdoor equipment considerations: providing sturdy outdoor equipment that can be used to garden and dig effectively, large buckets for use, digging implements, water play equipment; extra clothing items such as gloves, hats, gumboots, umbrellas.

Activity 14.4

Suggestions:

- Providing environments that test out a combination of locomotor and stability skills using open ended natural materials and equipment such as crawling in mud, climbing trees, crawling along logs, balancing on planks, climbing on cable reels
- Discussing with children about identifying and understanding risks such as heights when climbing, running along different surfaces such as bush tracks, gravel or dirt, and an awareness of hazards such as sticks and rough stones or wood
- Opportunities for walking/playing on different surfaces eg. gravel, sand, rocks, leaves and sticks
- Opportunities for using upper body strength eg. climbing, hanging and swinging
- Opportunities for combining two skills eg running and kicking, moving and throwing, jumping and catching
- Opportunities for balancing on surfaces of different widths and heights
- Creating obstacle courses that incorporate a number of skills such as crawling, hopping.



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**For further information on this
resource please visit:**

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