



Mini Messenger

FOR EDUCATORS

What's happening?

Welcome to Term 2! This term, along with our range of face-to-face workshops on offer, we're excited to announce that the NEW Munch & Move eLearning module is now up and running! Read below for more information, and visit Munch and Move at www.nshealthpromotion.com.au for more information on our face-to-face workshops. Happy learning!

- Your Northern Sydney Munch & Move team

Munch & Move eLearning program training now available!

The eLearning module is our NEW full-training option, replacing the Munch & Move Webinar Series that has been offered in previous years.



- FREE online training for NSW early childhood educators (ie. long day care, preschools, family day care and occasional care providers)
- Learn how to implement Munch & Move
- Self paced interactive scenarios and videos
- Moderated discussion forum
- Open to all educators- there are no limits on numbers!

More information and registration at:

www.healthykids.nsw.gov.au/campaigns-programs/munch-move-program-training-information

**HOW YOU CAN USE
PHYSICAL ACTIVITY TO
SUPPORT LANGUAGE
DEVELOPMENT**

**SUCCESS STORIES -
DEE WHY
EXPLORE & DEVELOP**

**WHAT TO DO IF A CHILD
ISN'T EATING THE FOOD
PROVIDED AT YOUR
SERVICE**

HOW YOU CAN USE PHYSICAL ACTIVITY TO SUPPORT LANGUAGE DEVELOPMENT

Physical activity experiences are great times to subtly encourage children's language development.

Physically active experiences provide interactions, instructions and demonstrations to help children learn to communicate. They offer opportunities for repetition, copying, expanding and extending on words or instructions. Try to include concepts important for language such as: location, direction, attributes, similarities and differences in your planned physical activity experiences.



Use conversations during these times to support language development. Ask open ended questions such as "can you tell me all about it?" and "what happened when...?". Encourage others to listen, ask and share, try asking "what do you know about..?" and extend the conversation using your knowledge.

An example in practice: A child says they went to the beach. Use conversations to identify words to change in a nursery rhyme. Add actions including components of fundamental movement skills.

Sing together to tune of 'The Wheels on the Bus'

"The waves on the beach go up and down,
Up and down, up and down
The waves on the beach go up and down,
All day long"

Action: Reach arms to sky then bend knees and swing arms back, repeat each "up and down".

FMS: First component of 'Jump'

Other examples:



The crabs on the beach crawl side to side (side slide)

The shark in the ocean is fast fast fast (run on the spot)

The turtle in the ocean is slow slow slow (walk on the spot)

The sun on the sand makes it hot (balance on one leg, then swap ie hop)

The water on my foot makes it cool (bend leg and swing foot forward ie kick)

The fish in the ocean swim like this (hands out together, twist ie striking action)



Use your Munch & Move Sharing Bag journal stories to start conversations with children about their weekends

NQS Element 1.2.2
Responsive Teaching
and Scaffolding

Activity adapted from Gross Motor Skills: At the Seaside
<http://learning.gov.wales/docs/learningwales/publications/130212do-and-discoveren.pdf>

DEE WHY EXPLORE & DEVELOP



SUCCESS STORIES - JUNIOR MASTERCHEF PROJECT



The team at Explore & Develop Dee Why have designed a great Junior Masterchef project to develop children's understanding of food and allow them to feel a connection with their food and nature.

This project came about from educators observing children's interests in cooking in the home corner and feedback from parents who needed help with their children becoming less fussy eaters!

The team used the cultures of their educators and families to inspire the different cuisines made, including Brazilian, Australian, Italian, Mexican, Lebanese and more. Parents were provided with the opportunity to share recipes from their home as well as cook these meals at the service with the educators and children.

The variety of recipes was very exciting. They included smoothies, hummus, soup, guacamole and fresh juices. As an added bonus, during these experiences the children were also able to improve their fine motor skills and learn self-help skills as they used child-friendly knives to cut and squeeze juice from a lemon.

Throughout this Masterchef Project the educators noticed a dramatic change in some of the children's eating habits. Parents would comment about how the educators were able to get their child to eat certain foods.

A recipe book was then produced with all the cuisines made together which is available for children to access as they please. The children have loved revisiting the experiences in the recipe book, talking about the foods they have made and looking at the pictures. This recipe book has also been utilised among the families to recreate meals at home that their child/children have enjoyed.

Great work Dee Why Explore & Develop!



WHAT TO DO IF A CHILD DOES NOT EAT THE FOOD PROVIDED AT YOUR SERVICE

Parents often think meal times are less stressful for children in the service environment as there is an element of peer pressure for children. However, meal times can still be very challenging for Educators and children. We hear a lot of concern from Educators about fussy eaters and the role of Educators in intervening.

Here's some information to put your minds at ease..

THINGS YOU SHOULD KNOW:

- It's common for educators to feel concerned when a child refuses to eat a meal.
- A skipped meal will not harm a healthy child; a healthy child will eat when they are hungry.
- Children are born with the natural ability to listen and respond to their hunger cues.
- A child will decide how much they want to eat and whether they eat at all. Children should not be bribed, pressured or forced to eat food.
- If children are forced to eat when they are not hungry they can easily lose this important ability to respond to their hunger cues.
- If an alternative meal is offered at a meal time, children learn quickly that if they cause enough fuss over meals they will get a replacement that they like.

THINGS YOU SHOULD DO:

- To minimise rejection of meals, always provide at least one food that you know the child likes and introduce one small portion of new food at a time.
- Avoid offering alternative foods at meals when foods are not eaten.
- Remain calm, talk in neutral tones and do not pressure children to eat.
- If the child still refuses to eat, simply take away the food and wait until the next scheduled meal or snack before offering something new.

Taken from 'Fussy Eating Educator Resource Book' produced by Sydney Local Health District. To access this resource please contact your local Munch & Move contact.

Munch & Move Contacts

Nicole Tate - Munch & Move Coordinator

Danielle Arenson
Lower North Shore

Georgia Braham
Manly/Brookvale/Mosman

Courtney Jefferies
Northern Beaches/Ku-ring-gai

Vianney Brown
Ku-ring-gai/Ryde/East Hornsby

Kara McDonnell
Hunters Hill/Hornsby

NSLHD-Munch&Move@health.nsw.gov.au

nshealthpromotion.com.au

twitter.com/nshealthprom



Health
Northern Sydney
Local Health District