

Educators

Looking at the element in detail - A service reviewed what the NQF Guide said about element 2.1.3 and understood educators must:

- promote healthy lifestyles, including nutrition and physical fitness
- include risky play which challenges children and allows them to identify and manage risk.

Unless we're sitting still, physical activity is part of everything we do. You could include one or more of the following in your curriculum:

- juggling
- frog jumps
- knocking over bowling pins
- skiing on skis made by the children
- blasting off to space in a rocket constructed by children
- underarm and overarm throwing
- quoits
- chasing bubbles
- watering the garden with a watering can
- cleaning windows, tables etc

Encouraging children to eat vegetables

Most families struggle to get their children to eat enough vegetables. Even if they do they're likely to favour some more than others. We suggest you make 'zoodles' with the children, while discussing the importance of eating lots of different veggies (eg different veggies give us different vitamins and minerals which we need to grow and stay healthy). What are zoodles? They're pasta noodles made from zucchinis. Zoodles can be made with a special spiral vegetable cutter or a mandolin. Take care with sharp blades if allowing children to help cut the zucchinis. You can replace your usual pasta with the zoodles or try a new recipe.

Week 32, 18-22 October 2021- 2.1.3 Healthy Lifestyle

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Discuss with families. Who has the best zoodle recipe? What other fun and healthy food ideas do they have?



There's lots of readily available information on healthy food. Did you know, for example, it's easier for the body to absorb 'haem' iron from meat, fish and chicken than 'non-haem iron' from breads, legumes, fruits and vegetables. Or that eating food with vitamin C helps our bodies absorb iron? What foods contain Vitamin C? Help the children research the answer. The Federal Government's [healthdirect site](https://www.healthdirect.gov.au/) has some interesting information on Vitamin C.

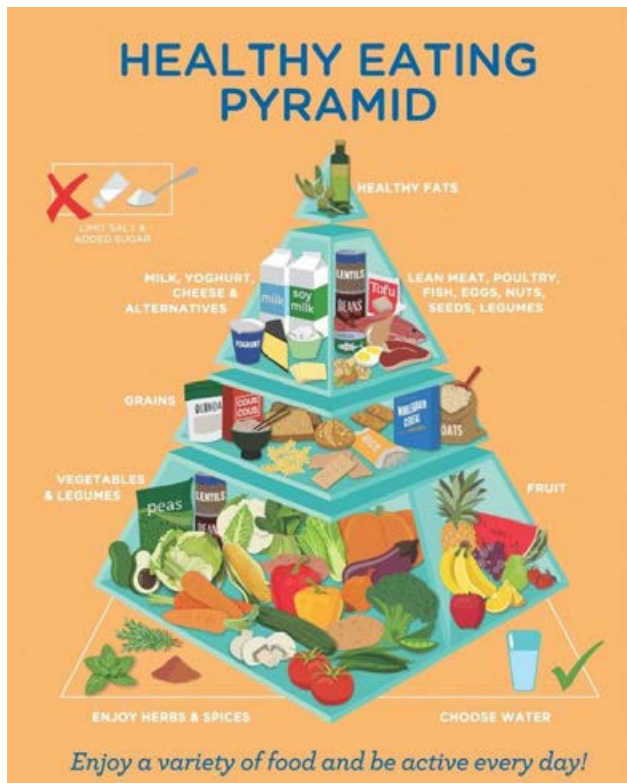
Healthy diets

It's a good idea to avoid labelling foods as 'good' or 'bad.' All foods can fit into a healthy diet. Labelling food as 'bad' makes children think they're forbidden, which can make them more tempting. It can also encourage 'binging' on 'forbidden' foods. Labelling foods as 'good' can also make people think they won't taste as good as the 'bad' foods, and children may be less likely to choose them." Do you think this is true – why or why not? Should we also be careful using labels like healthy and unhealthy?



Consider

- talking to children about their favourite foods and whether they should eat these foods often, sometimes or rarely. Use the food pyramid to help
- getting children to think of at least one yummy food that they can eat often.



Setting up healthy food areas

The State Program Manager for Munch & Move NSW Health has provided some ideas on how to do this in an ACECQA 'We Hear You' blog. She suggests:

- setting up the lunch area as a restaurant
- creating a vegetable garden
- implementing cooking experiences
- creating a healthy lunch book that includes recipes
- sharing food photos and children's conversations
- using photos to encourage the drinking of water

Other ideas include:

- involving families in cooking healthy food from different cultures
- displaying current healthy eating brochure in the parent library
- ensuring educators and staff model healthy eating by eating the same lunch as children
- sitting with children during meal or snack times and having conversations about healthy food

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- having a private and comfortable area where mothers can breastfeed.

There are many resources you can use to help implement healthy eating practices:

[Get Up & Grow](#)

[Munch & Move](#) (New South Wales)

[Achievement Program](#) (Victoria)

[Move Well Eat Well](#) (Tasmania)

[LEAPS – Learning Eating Active Play & Sleep](#) (Queensland)

[Right Bite Policy for schools and preschools](#) (South Australia)

[Healthy WA](#) (Western Australia)

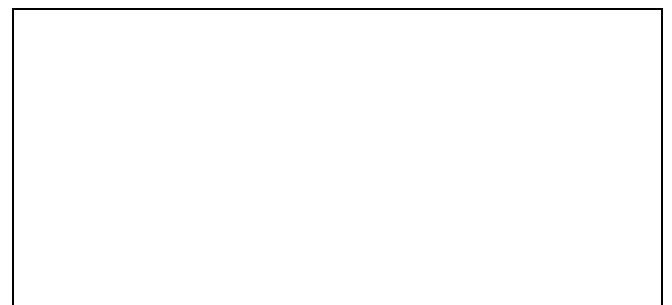
[Eat for Health](#) (Commonwealth)

Extending physical activity

When you reflect on the physical activities that are embedded in your curriculum, what do you include? Specific physical activities like yoga, dancing and ball games? Physical activity can be embedded in your curriculum when it's incidental to other learning activities. Every time children move and play they're engaging in physical activity. During everyday routines they're engaging in physical activity eg cleaning and packing up. We need to recognise this activity and extend it where possible eg watering the garden with a watering can rather than a hose.



Review your curriculum for the past week or so and look at all the physical activity which is part of the learning activities. Make a list. Is there opportunity to extend the activity eg use a watering can to water rather than a hose?



Sedentary behaviour

How much sedentary time should children have?

Sedentary behaviour, or inactivity, is time spent on tasks requiring minimal energy expenditure. Many different types of sedentary behaviour exist. For example, in older children, sedentary behaviour can be productive (homework, sensible sleeping hours) and non-productive (electronic games and long unnecessary sleep-ins).

Reducing sedentary behaviour can provide more time for physical activity. Activities involving 'screens' are the most common forms of sedentary behaviour and include television, DVDs, console games, computers and hand-held electronic games. Watching too much television is often linked closely with obesity in children. Generally, when children are watching television, they're not being active and are more likely to see food advertisements that encourage them to eat and drink, regardless of hunger.

Make sure young babies get lots of tummy time. It should make up lots of babies' floor play. Tummy time builds head, neck and upper body strength. Babies need this strength for lifting their head, crawling and pulling up to stand.

Make tummy time part of young babies daily play routine two to three times a day. Over time, build up to 10-15 minutes a day. Make sure toddlers can develop basic motor skills. They enjoy rolling, crawling, standing and exploring new challenges. Simple, free, outdoor play is ideal.

Play materials such as tyres, large soft beach balls, buckets and spades, and cardboard boxes encourage imagination and provide opportunities for learning and fun. Music and sounds are a great way to encourage movement and play.

Provide opportunities for ages three to five to walk, jump, run and explore. Children at this age begin to showcase a variety of styles of play, these may include mimicking others, imaginative play, making up their own games or activities, and they enjoy movements such as climbing, pushing, pulling, spinning and dancing.

Make sure you set a good example:

- Regularly participate in physical activity yourself
- Let children choose the type of physical activity
- Promote acceptance of different body shapes and abilities
- Reinforce the social benefits as well as the physical
- Help children develop skills and strategies for different physical activities.

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How can you improve?



Risky play - A win for risk

Tim Gill is one of the UK's leading thinkers on childhood, and an effective advocate for positive change in children's everyday lives. For over 25 years his writing, research, consultancy projects and other work has focused on the changing nature of childhood, children's play and free time, and their evolving relationships with the people and places around them.

Tim has discussed the use of risk-benefit assessment (RBA) as a tool to aid risk management. It explicitly brings together considerations of risks and benefits in a single judgment. Let's look at a real life worked example of an RBA for a tree swing.

What are the benefits?

- Pleasure and fun
- Physical play and reflective opportunities
- Good potential for some unpredictability and therefore challenge
- Development of self-confidence and well-being
- Learning through experience - accidents which children might learn from
- Conditions similar to those for other self-built tree swings – experience that will be useful if/when children play on them or make their own
- Engagement with natural environment and natural elements
- Potential for incorporation into imaginative games eg Tarzan

What are the risks?

In general use, the word 'risk' refers to the probability, likelihood or chance of an adverse outcome.

Equipment failure

- Swing fitting fails due to wear. Wear should be detectable through regular internal inspection as per proposed maintenance schedule
- Swing fitting fails due to vandalism. This is the same as for a standard swing. The swing has a strong steel chain, cable and fitting which would require concerted effort with a hacksaw to cut

Part of tree breaks

The branch or support could collapse There is some risk of minor injuries e.g. bruises, scrapes and possible long bone fractures. These would largely be incurred by falling from the swing onto the ground.

A pendulum seat will be used which will deter multiple users from using the swing simultaneously thus reducing unpredictability. The tree has been checked by an arborist and considered fit for purpose. All fittings between the two shackles will carry certification for Safe Working Loads.

Other falls or collisions

- Could fall onto something hard/absence of softfall
- Possibility of head injury upon falling. The current surface is patchy grass and leaf litter. There are no protruding tree roots or stones. It is very unlikely that the fall height exceeds 1.4m. If the surface is kept clear of protrusions, then the risk is considered to be low.

Collision with obstacles

- The adjacent tree stump should be felled, and the nearby slide relocated off another platform
- Risk of crashing into the tree or support
- It may be possible to hit the supporting tree, but this is easily seen and will likely be used for pushing against with feet
- Collision with other person. There are no obstructions to the visibility of swing users and other users.

As you can see in the above example the risks have been identified, however the benefits far outweigh the risks when they are considered. The outcome of this RBA was that the proposed swing offered an acceptable level of risk.



What risk elements do you have that are a benefit compared to the risk?



We have included a risk-benefit assessment template in this week's email.

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The EYLF and MTOP says “Critical reflection involves closely examining all aspects of events and experiences from different perspectives.” Pick one of the following reflection points to complete the table below:

- Does your outdoor environment offer children sufficient risky play opportunities so they learn how to identify and manage risks in their play?
- How could educators help families make healthier food choices at home?
- How could you use physical activity to help children’s learning and memory improve (included in QIP improvement plan)?

Critically reflect through the eyes of:	Write your critical reflection below	What changes did you or will you make because of the reflection?
<p>a child</p>	Learning about road safety is boring. Watch out for cars. Stop at the traffic lights. Blah, blah, blah.	<p>The EL discussed the theories of embodied cognition and enactment with educators, and they decided to set up outdoor road safety activities and use physical activity to help embed knowledge and understanding. For example, children could choose to run, hop or skip up to the ‘traffic lights’ at the Centre and pretend to press the button. Then once the imaginary green figure appeared, and educators rang a bell for the pedestrians to cross, they walked over the road after looking both ways. Some of the other children pretended to be cars, bikes or buses coming along the road. They had to stop at the lights when the bell rang.</p>
<p>an educator</p>	We teach children a bit about road safety on our walking outings, but it’s mainly done at the Centre when we discuss this with the children. It gets a bit boring for them to be honest.	
<p>your families</p>	Finley’s terrible around roads. I’m constantly on edge, watching that he doesn’t jump out into traffic without any warning.	
<p>theorist and current research</p>	The theories of ‘embodied cognition’ and ‘enactment’ are about how physical movement can help children and adults learn through the interaction with their body and the physical environment.	



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 <p>a child</p>		
 <p>an educator</p>		
 <p>your families</p>		
 <p>theorist and current research</p>		



Complete your QIP

The information you write below can go directly into your QIP or Self-Assessment Tool (SAT) (NSW ONLY)
Instructions

For a MEETING QIP and Self-Assessment Tool (SAT)	For Exceeding the QIP and Self-Assessment Tool (SAT)
<i>Please give an example of a cooking experience with children which teaches children about healthy eating or extends children's understanding of healthy food and drink.</i>	<i>Please give an example of regular activities/experiences you implement to teach children about their health and wellbeing.</i>
<i>Please explain how you meet the needs of children with special dietary requirements eg allergies, cultural/religious requirements.</i>	<i>Please give an example of how your individual and group reflections on children's changing health and activity needs influences the planning and implementation of the program.</i>
<i>Please give an example of physical activities you implement that encourage children to identify and manage risks.</i>	<i>Please give an example of how all educators proactively promote healthy lifestyles for children with families and the community (included in QIP strength).</i>
If you cannot answer these questions above the you are not meeting. This means you need to create an improvement plan and make changes to your practice	If you cannot answer these questions above the you are not exceeding. This means you need to create an improvement plan and make changes to your practice

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Checklist

Why are you doing the checklist?

The practices identified in the checklist are what the assessor needs to see you do so they can check you're 'meeting the NQS.' If you embed all the things in the checklist, then you are meeting the Element 2.1.3. If there's something on the checklist that you're not doing, then you need to either adjust your practice to do it, or ask for help and training to do what's on the checklist ie work with your educational leader or room leader who should teach/coach you how to do it.

The checklist keys to use.

- E = Embedded** I do that **ALL** the time
- K = I know** I need to do that, but I don't do it all the time
- T = Please teach** me how to do it or improve my understanding of why I need to do it.

Name Educator 1	
Name Educator 2	
Name Educator 3	
Name Educator 4	
Name Educator 5	

Children's Health and Wellbeing

	ED1	ED2	ED3	ED4	ED5
Do you make sure older children can independently access drinking water and offer it regularly during the day, including at meal times?					
Do you make sure food provided considers each child's likes, dislikes, culture and religion?					
Do you offer food to children who are hungry outside meal or snack times?					
Do you never use food to reward or punish children?					
Do you always respect children's decision not to eat and never force them to eat?					
Do you provide families with information about their child's daily food intake, food preferences and new experiences?					
Do you feed babies individually?					
Do you encourage toddlers and young children to feed themselves?					
Do you encourage families to breast feed babies until at least 12 months of age?					
If families provide food, do you make sure it's healthy food consistent with advice from recognised authorities?					
Do you ensure all food and drinks offered to children are on the daily menu?					
Do you invite families to lead healthy/cultural cooking activities or dance/music/drama/sport activities with children?					

Healthy Eating and Curriculum

Do you engage children in cooking activities, including preparing meals/snacks, and discuss healthy food and good nutrition as part of the experience?					
Do you make sure children help plant, care for, harvest and cook produce from the service gardens?					
Do you invite each child to help plan menus and meal/snack times?					
Do you have conversations with children about healthy food and good nutrition during meal and snack times?					
Do you model healthy eating at all times eg never eat unhealthy food in front of children?					
Do you regularly include learning about healthy food and lifestyles in the curriculum?					

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Physical Activity and Curriculum					
Do you regularly include learning about healthy bodies and active lifestyles in the curriculum?					
Do you regularly plan a variety of individual and group physical activities in consultation with children and families eg physical games, dancing, yoga, drama?					
Do you regularly encourage children to participate in physical activities that promote their gross and fine motor skills and spatial awareness including free active play?					
Do you encourage children to try new physical activities and support their efforts?					
Do you support physical activities initiated by or suggested by children?					
Do you make sure there's a reasonable balance between planned and spontaneous physical activities?					
Do you teach children the skills they need to participate safely in physical activities and have fun eg throwing and kicking techniques?					
Do you involve children in identifying and managing risks in their play and activities?					
Do you participate in children's dramatic play and follow their lead?					
Do you involve children in planning and setting up physical activities?					
Do you involve children in physical routines like sweeping, cleaning windows, vacuuming, weeding, digging etc?					
Do you regularly take children on walking excursions?					
Do you encourage babies to rollover, crawl, climb, stand etc?					
Food Safety					
Do you always follow service procedures for safely storing and heating food and drink, including formula and breast milk?					
Do you make sure there is no risk of choking before providing food to young children?					

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