

Examples of how Munch & Move relates to the National Quality Standard

Quality Area 1: Educational program and practice

Munch & Move can provide children with experiences that actively promote or initiate the investigation of ideas and thinking about healthy eating and physical activity.

Example: Educators may focus on fruit and vegetables, creating a fruit and vegetable garden with the children and involving them in food preparation and cooking of the garden's produce.

Quality Area 2: Children's health and safety

Munch & Move directly relates to Standard 2.2 *Healthy eating and physical activity are embedded in the program for children*. The *Munch & Move* program provides a range of learning experiences that promote healthy eating (in line with the *Australian Dietary Guidelines*) and physical activity (in line with the Australian Government's *Physical Activity Recommendations for Children Birth to 5 years*) and limit small screen recreation.

Example: Discuss healthy eating with the children at mealtimes, offer a range of foods from different cultures, involve children in setting up the lunch area as a restaurant, create a healthy lunch book that includes recipes, food photos and children's conversations, use photos to encourage the drinking of water.

Example: Implement movement as part of the program for all children, maintaining a balance between planned and spontaneous physical activity and using both indoor and outdoor areas.

Quality Area 3: Physical environment

Move encourages the use of a range of spaces, equipment and resources to engage children in physically active experiences that help develop movement skills, coordination, balance, flexibility and strength.

Example: Mini Olympics – involve children in the planning and setting up of different activity stations such as long jump, balance beams, skittles, hurdles and beanbag throwing.

Example: Plan a range of physically active games that can be safely played indoors on rainy days, maximising the space and equipment available.

Quality Area 4: Staffing arrangements

Munch & Move provides educators with the opportunity to share the knowledge and skills gained through their participation in the *Munch & Move* training. There is also a strong emphasis on educators 'role modelling' appropriate physical activity and healthy eating habits to the children.

Example: Educators who attend the *Munch & Move* workshop up-skill other staff members at their service using the 'Staff Development Kit' introduced at the training. Educators can then work together to develop a *Munch & Move* Quality Improvement Plan.

Quality Area 5: Relationships with children

Munch & Move is a flexible and inclusive program that allows educators to adapt learning experiences to suit each child's identity, interests and abilities. This encourages the building of respectful and trusting relationships with the children and ensures all children feel a sense of security and belonging.

Example: Educators consistently providing children with positive, constructive feedback that will help them improve their performance of each fundamental movement skill.

Quality Area 6: Collaborative partnerships with families and communities

Munch & Move is strongly committed to building partnerships with families through effective communication and creating opportunities for family involvement.

Example: Invite families and the community to attend a family fun day at the service. Families can share their favourite healthy dishes, cook with the children and participate in fun, active games.

Example: The *Munch & Move* key messages are communicated to families using newsletters, fact sheets, day books, photos, notice boards, emails and face to face.

Quality Area 7: Leadership and service management

Munch & Move promotes effective leadership and management of children's healthy eating and physical activity through the provision of resources, tools and follow-up support.

Example: A *Munch & Move* leader is identified and is responsible for overseeing the development and implementation of a *Munch & Move* Action Plan for the service and ensuring that the key messages of *Munch & Move* are fully implemented over time. This action plan is reflected in the service's quality improvement plan.

Example: *Munch & Move* sample policies (nutrition and physical activity and small screen recreation) are used to develop or review service policies. The service involves staff and families in this process and the final policies are communicated to families.



How Munch and Move relates to the National Quality Framework



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For further information, please visit the *Munch & Move* pages on the Healthy Kids website: www.healthykids.nsw.gov.au

How Munch and Move relates to the National Quality Framework

Munch & Move is a **free** program offered to all NSW early childhood education and care (ECEC) services. The program aims to promote and encourage children's healthy eating and physical activity and limit small screen recreation.

Munch & Move directly relates to the early childhood sector's National Quality Framework (NQF). Following are examples that demonstrate how *Munch & Move* links with the Early Years Learning Framework (EYLF) and the National Quality Standard (NQS). These examples show how *Munch & Move* could help your ECEC service meet NQF requirements.

Examples of how Munch & Move relates to the Early Years Learning Framework

EYLF Outcome 1: Children have a strong sense of identity

As children become more aware of healthy food choices and progress in their fundamental movement skills development they experience pride, confidence and self-awareness.

Example: *Munch & Move* offers a range of group movement games and healthy eating experiences which help children develop a sense of belonging as a member of the group and improve their skills in turn taking, cooperation and self regulation. Children also gain an increasing awareness of the rights and achievements of others.



Example: Filming children's involvement in *Move* learning experiences encourages them to celebrate their achievements, build their confidence and share their experience with others. It also enables children to safely approach new situations with confidence and persistence.

EYLF Outcome 2: Children are connected with and contribute to their world

Children feel part of something special and can develop a genuine respect for diversity and their environment when involved in real-life experiences.

Example: Creating a fruit and vegetable garden encourages caring for a group project and enables children to recognise that they belong to other communities. The garden can be harvested by the children and used to prepare and share healthy snacks and lunches.

Example: *Move* provides opportunities to explore cultural backgrounds through games and songs – engaging children in positive conversations about diversity.

EYLF Outcome 3: Children have a strong sense of wellbeing

Munch & Move provides a range of opportunities for children to take an increased responsibility for their own health and physical wellbeing.

Example: *Munch* encourages children to have 'hands-on' healthy cooking experiences – such as preparing/cooking fruit or vegetable skewers, fruit muffins, rice paper rolls or vegetable soup.

Example: Planned and spontaneous FMS experiences allow children to engage in fun active play that is safely and enthusiastically modelled by educators. Early, positive experiences with active play helps provide the foundation for ongoing participation in physical activity and promotes a sense of wellbeing.



EYLF Outcome 4: Children are confident and involved learners

Children develop confidence in a variety of skills by being involved in a range of experiences at the service, which can also be encouraged and further developed in the home environment.

Example: Building an obstacle course (varying heights of trestles, planks, tunnels, balancing boards, stepping stones, etc) and planning with the children the appropriate levels of challenge and risk taking.

Example: Using a variety of water experiments (e.g. colourful celery, watering plants, splashing water onto a path, and sponges) so children can explore and investigate what will happen to the water (plants, path, sponge, etc). Link the disappearing water in these experiments to water disappearing into our bodies as we drink.

EYLF Outcome 5: Children are effective communicators

Children learn to use a range of non-verbal and verbal communication skills. They also experience a variety of media, helping them gain meaning and an understanding of patterns and symbols.

Example: Reading children's books to draw out and discuss key healthy eating and physical activity messages.

Example: Singing the *Munch & Move* action songs with the children and enthusiastically modelling the dance movements.

