

Healthy Eating Learning Experiences



Icebreaker



Thank
you!!!

Hopes V's Reality



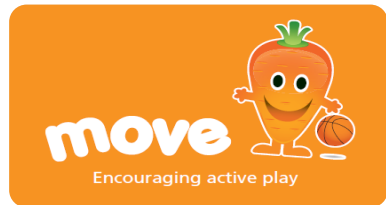
V's



Munch & Move Key Messages



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



- Get active each day



- Turn off the television or computer and get active



The key word is 'embed'...

Standard 2.2

Healthy eating and physical activity are embedded in the program for children.



| 3 to 5 years - Room Routine | |
|-----------------------------|---|
| 7:00-10:00am | Children arrive - Outdoor play |
| 9:20am | Roving morning tea |
| 10:00am | Group time |
| 10:20am | Indoor/Outdoor Learning Areas |
| 11:20am | Set lunch tables and pack away inside |
| 11:30am | Transition to lunch (wash hands for lunch, children find their names) |
| 11:45am | Lunch |
| 12:10pm | Quiet independent reading |
| 12:30pm | Relaxation / Language experience |
| 1:15pm | Quiet table experiences |
| 2:00pm | Music experience |
| 2:15pm | Transition to afternoon tea (pack up tables, put on hats and sunscreen) |
| 2:30pm | Outdoor play |
| 2:30pm-3:15pm | Roving afternoon tea |
| 4:30pm | Late afternoon tea |
| 6:00pm | Service is closed |



Healthy eating experiences can happen anytime, anywhere!!!

Remember: It is never too early to teach children about healthy lifestyle choices. Healthy habits start early!!



Embedding healthy eating experiences into the program . . .

- Indoor / outdoor environments
 - Transitions
 - Role Modelling
 - Experiences:
 - ⇒ Small / large group
 - ⇒ Learning areas
 - ⇒ Transitions
 - ⇒ Resources
 - Physical care:
 - ⇒ Mealtimes
 - Sharing with Families
 - Environment
- Books
 - Music
 - Puzzles
 - Construction
 - Drawing
 - Play dough
 - Art / craft
 - Dramatic play

Everyday Curriculum



- Keep it simple & play-based
 - Remember safety
 - Have fun!!

The environment as the 'third teacher'

“The physical environment is not a backdrop to the curriculum but rather is part of the curriculum” (NCAC, 2011).



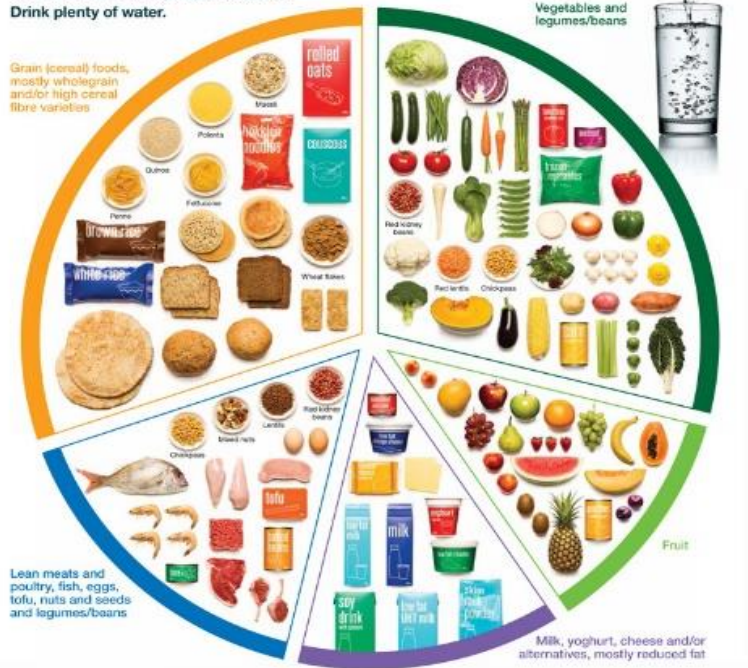
**A picture speaks
a thousand
words.**



More than just a poster

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.



Use small amounts



Only sometimes and in small amounts



EYLF Practice: Intentional teaching

Choose water as a drink

The Importance of Drinking Water

Date: September 2013

Educator: Jodie

Learning story: The weather has recently turned much warmer, and the educators wanted to continue to promote drinking water. Throughout the week we have been reading books about the importance of water and today I decided to continue sending this message by planning a play dough experience. I asked the children who would like to help make some play dough and I had a group of children instantly joining me on the mat. I collected all the ingredients for the play dough experience and the children identified each ingredient as I poured it into the container. I asked the children to help me mix all the ingredients together. As we were mixing the ingredients we noticed that something went wrong - the play dough just wasn't working. I purposely missed one of the main ingredients . . . water. "I just don't know what's going wrong", I said to the children. "Keep mixing it", Asher said. I started mixing faster and faster, but nothing was happening. "I know, you forgot to add the water to it", Sara said. "Play dough won't work without water", she explained. "Oh silly me, I forgot", I said to the children. I added the water and started mixing the ingredients together. "It's working", Jonathan said. As I continued to knead the dough, I talked to the children about how the play dough won't work without water and I asked, "What else won't work without water?". Ember said, "Our body needs water too". "So do animals", Sara said. Sophie put her hand up and said, "Plants need water to grow". "Wow, your right", I said, "All these things need water to stay alive and it's really important that we remember to drink plenty of water throughout the day". "I am thirsty now", Asher said and he asked if he could get a drink of water. "Why don't we all get a drink of water?" I asked. Off we went to the drink station and poured ourselves a drink of water.



Links to EYLF: Outcome 3: Children have a strong sense of wellbeing: Children show an increasing awareness of healthy lifestyles and good nutrition
NQS: QA2 Children's health and safety
 2.2 Healthy eating and physical activity are embedded in the program for children.
 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Where to next: I would like to continue to promote drinking water by setting up the drinking station to look appealing. I will print out pictures of children from around the world drinking water.

I will also place the Munch and Move water fact sheet on the table. Over the next few weeks I will take photos of the children drinking water and I will then create a picture book using these photos.

Ways to promote water



- Include water breaks as a part of the routine... *Munch & Move* - water, water, water song is great for this.
- Does your water station look appealing/inviting?
- Role modelling is a powerful tool.
- Discuss the benefits of water with children.
- Include water into popular songs & books – eg The Robot song.
- During intentionally planned & spontaneous experiences (garden, physical activity, sugar comparison experiment).



How much
sugar?



Vegetable garden

What learning opportunities arise as children care for a vegetable garden?

- Responsibility
- Cause and Effect
- Love of nature
- Reasoning and discovery
- Being physically active
- Socialising/Teamwork
- Self-confidence
- Patience
- **Nutrition**



**Where to
from here?**



One pumpkin...many opportunities



Did you know:
Children often need to be **exposed to a food 8 to 14 times** before they start to accept the taste or texture of that food?

Research with the children about the pumpkin – how does it grow?

Buy a pumpkin to use during a group time experience – how does it smell, feel, taste etc.

Replant the seeds into the vegetable garden

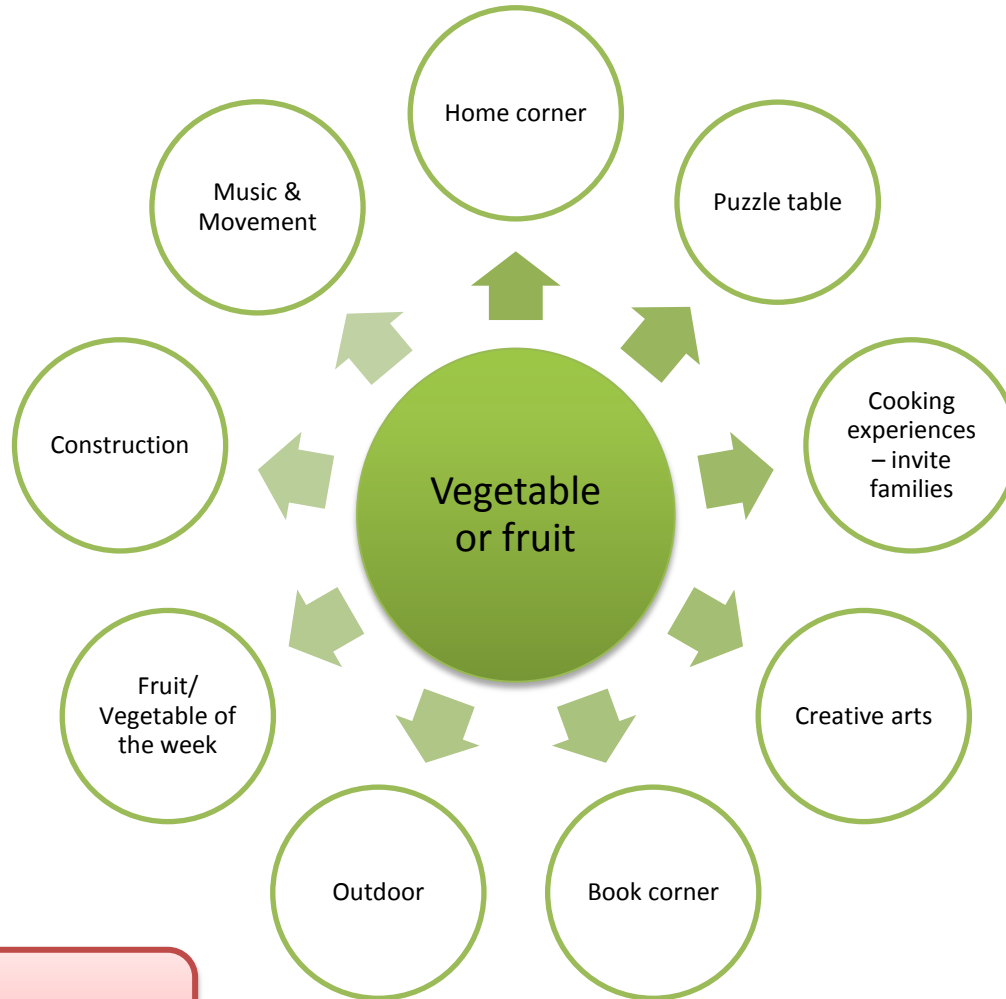
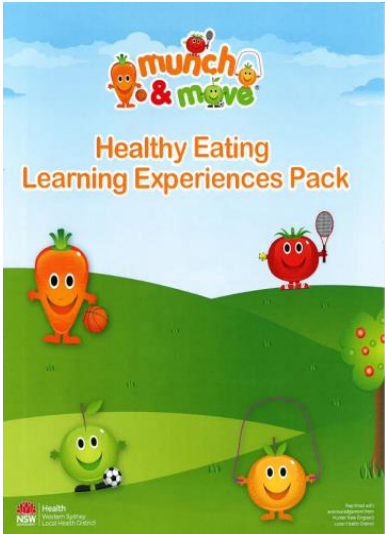
Place the pumpkin on the drawing table

Share pumpkin recipes with families

Sequencing cards

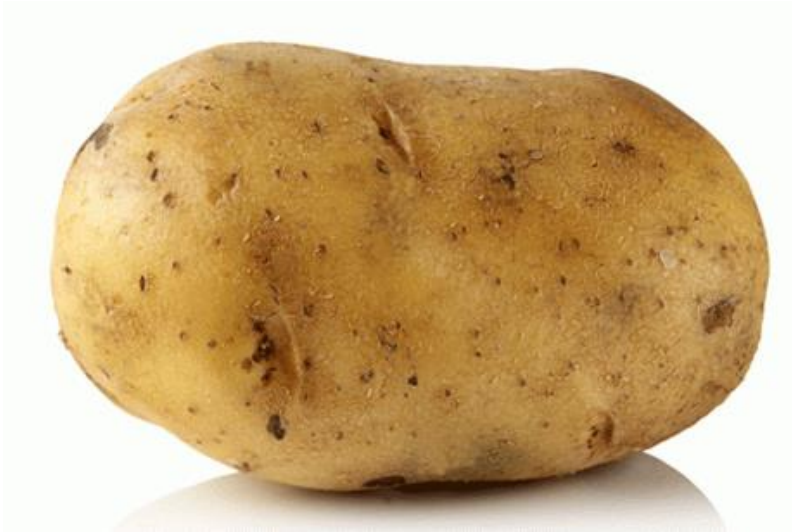


Bringing Vegetables & fruit to life!



EYLF – Practice
Intentional teaching. Educators plan opportunities for intentional teaching and knowledge-building. They document and monitor children’s learning.

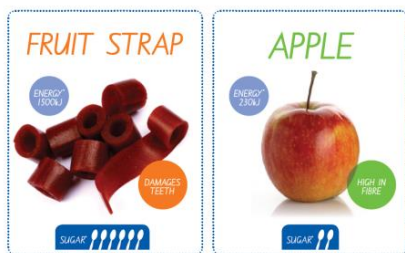
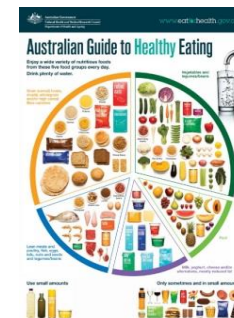
Celebrity heads



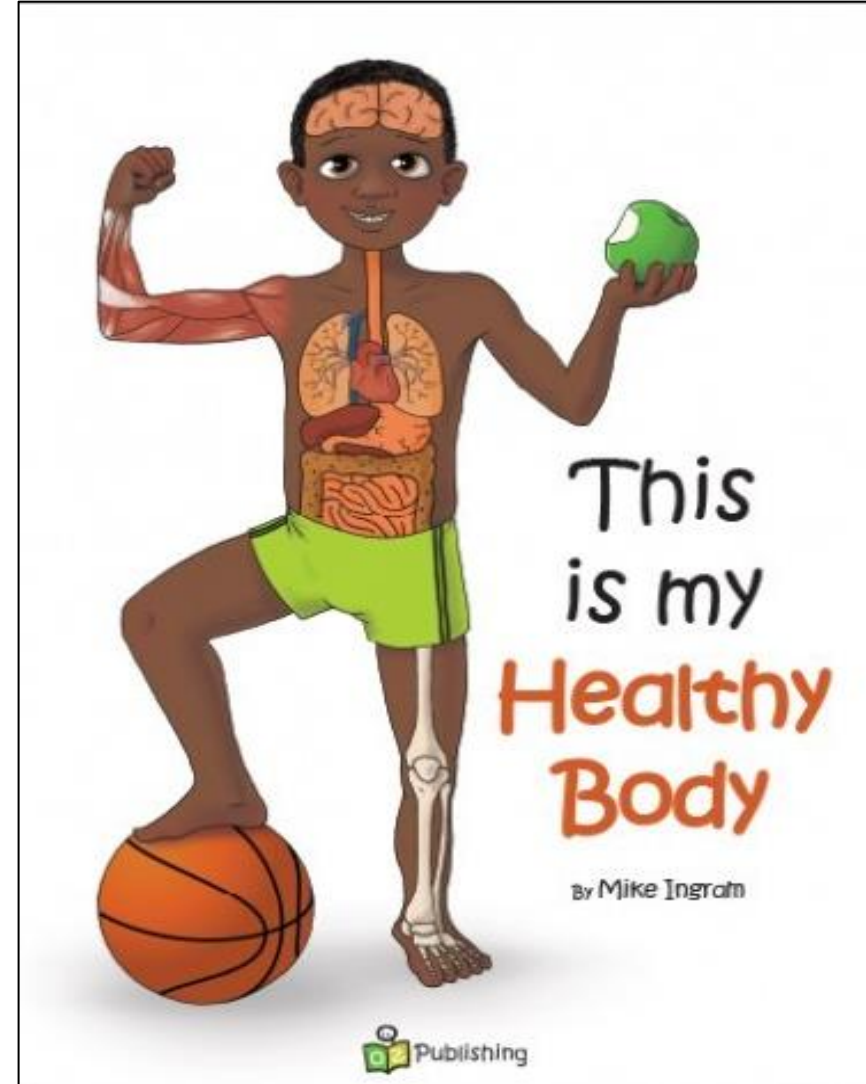
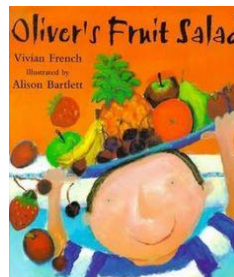
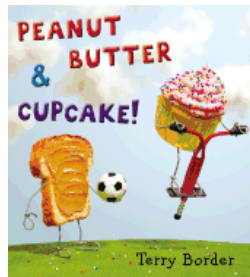
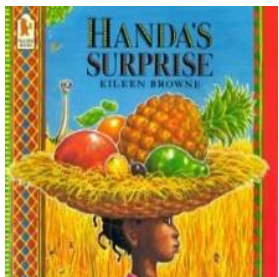
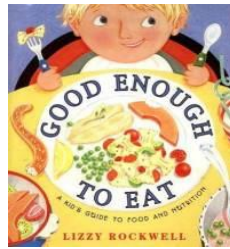
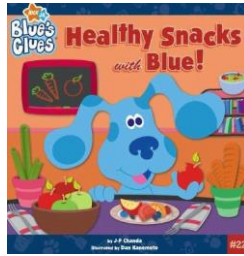
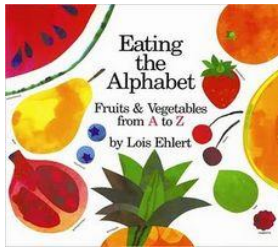
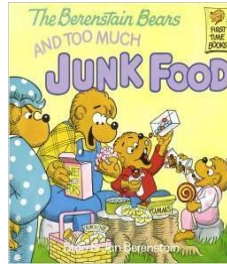
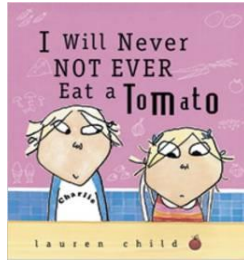
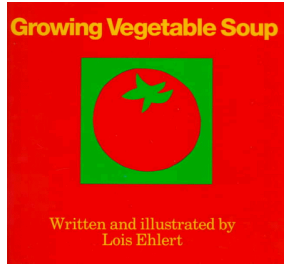
Healthy snacks



- Ask families to share healthy snack ideas – add it to a recipe book.
- Hold a healthy cooking night for parents to attend.
- Incorporate healthy snack options to fundraising & celebrations.
- Send healthy snack recipes to newsletters



Books



Be creative!!



- Find songs about healthy food – hot potato, fruit salad etc.
- Create your own song about healthy food

Fruit and Veg Rap

In the tune of "I'm a little teapot" and get the children to clap their hands in the beat of "we will rock you"

**"I'm a crunchy apple
in your fruit bowl.**

**Cut me into pieces or eat me whole
When you're feeling hungry
And want something to crunch
Reach in the fruit bowl and munch munch munch
I'm a crunchy apple....." (Get the children to sing this)
Repeat twice**

**"I'm a juicy orange, in the shape of a ball,
I'm round and orange and not very tall.
But when you're after some thing to drink and eat
Come pick me up, I'm your healthy treat.
I'm a juicy orange"(twice)**

**"I'm Mr Broccoli I'm a vegetable,
You can cook me and eat me,
I'll make your belly full.
I'm green and bushy and look like a tree
I'm really really healthy and very yummy.
I'm.....a piece of broccoli" (twice)**

**"I'm a piece of corn; I'm as juicy as can be
You can eat me from the cob, I am really healthy.
Yellow's my colour, and I grow on a stalk,
Scoop me up everyone,
Put me on your fork....
I'm..... a piece of corn" (twice)**



Healthy Kids website



Remember
to have
fun!!!

