



# My healthy choice

## INTRODUCTION

### **Module topic: Food and drink choice**

This theme encompasses promoting skills, knowledge and understanding of concepts relating to food selection and influences, and choosing healthy foods for themselves.

### **Key messages**

- 1) There are many different types of healthy food and drinks to choose from.
- 2) We need different amounts of different healthy foods.

### **This module will assist young children to:**

- Identify healthy options from a selection of food and drinks.
- Identify appropriate portion sizes of different foods for themselves.
- Understand simple healthy eating messages about food groups and how these can apply to their food and drink choices.
- See how different occasions, settings and seasons may influence food and drink choices.

All activities, images and recipes are provided and/or adapted courtesy of the Health Department of Western Australia, the *Refresh.ED Food and Nutrition Teaching Resources* (Refresh.ED) project, and the *Supporting Nutrition for Australian Childcare* (SNAC) project (<http://snacwa.com.au/>), except where attributed to other sources or obtained, to the best of our knowledge, free of copyright.

## LINKS TO THE NATIONAL QUALITY STANDARD

The National Quality Standard (NQS) sets the national benchmarks for early childhood education and care, and also for outside school hours care in Australia. When implemented in the early childhood education and care setting, this module meets the following requirements:

QUALITY AREA	STANDARD	ELEMENT
<b>Quality area 1</b>		
Educational program and practice	<b>1.1 The educational program enhances each child's learning and development.</b>	1.1.1 1.1.2 1.1.3
	<b>1.2 Educators facilitate and extend each child's learning and development.</b>	1.2.1 1.2.2 1.2.3
<b>Quality area 2</b>		
Children's health and safety	<b>2.1 Each child's health and physical activity is supported and promoted.</b>	2.1.1 2.1.2
	<b>2.2 Each child is protected</b>	2.2.1 2.2.2 2.2.3
<b>Quality area 3</b>		
Physical environment	<b>3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning</b>	3.2.1 3.2.2 3.2.3
<b>Quality area 5</b>		
Relationships with children	<b>5.1 Respectful and equitable relationships are maintained with each child.</b>	5.1.1 5.1.2
	<b>5.2 Each child is supported to build and maintain sensitive and responsive relationships.</b>	5.2.1 5.2.2
Supportive relationships with families	<b>6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>	6.1.1 6.1.2
<b>Quality area 6</b>		
Collaborative partnerships	<b>6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>	6.2.1 6.2.2

## LINKS TO THE EARLY YEARS LEARNING FRAMEWORK

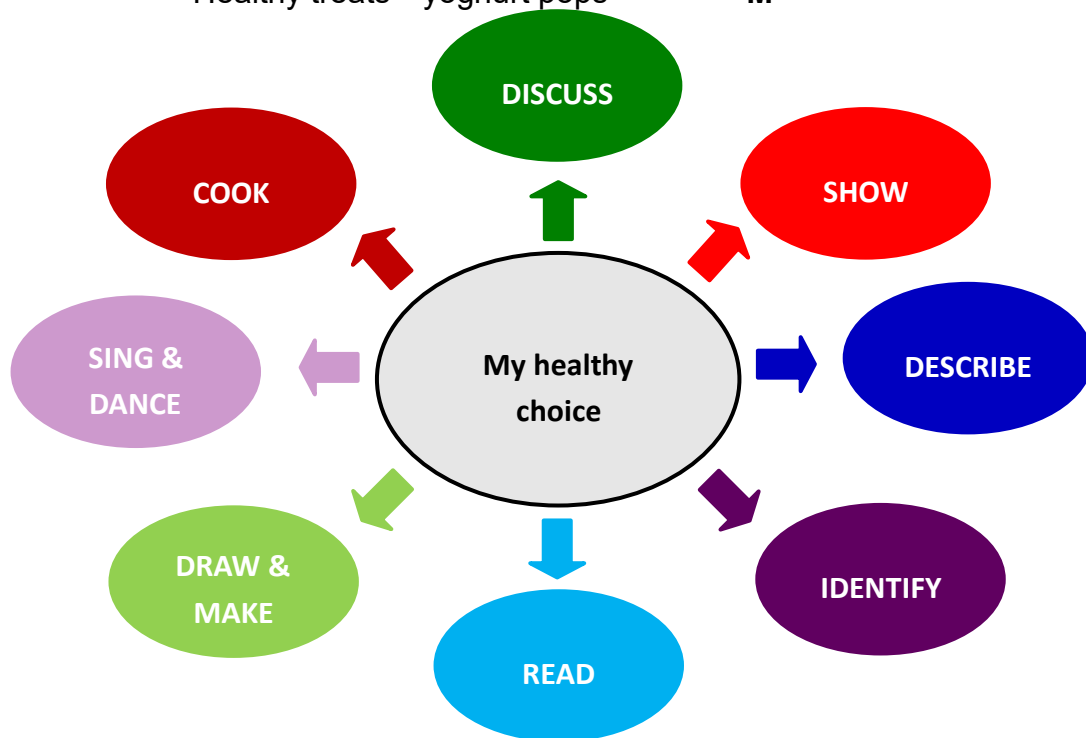
The Early Years Learning Framework (EYLF) consists of five Outcomes to assist educators to enhance and develop a foundation for successful learning in children from birth to five years of age. The relevance of the *My healthy choice* learning activities to the EYLF can be seen in the matrix below:

EARLY YEARS LEARNING FRAMEWORK OUTCOMES	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK
<b>Outcome 1</b> Children have a strong sense of identity	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 2</b> Children are connected with and contribute to their world	✓		✓		✓	✓		✓
<b>Outcome 3</b> Children have a strong sense of well-being	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 4</b> Children are confident and involved learners	✓	✓	✓	✓	✓	✓	✓	✓
<b>Outcome 5</b> Children are effective communicators	✓	✓	✓	✓	✓	✓	✓	✓

## MODULE STRUCTURE

This module consists of eight learning activities. Each learning activity consists of a 'why/what/how' instruction and feedback record sheet, activity sheet, parent letter and supporting activity sheet (if applicable). Timings for each activity are up to you, however an indication (**S**=short, **M**=medium, **L**=long) gives an estimate of the time investment, which can be further determined by reviewing the individual activity requirements. The topics for each learning activity are:

<b>Discuss</b>	- Let's celebrate	<b>M</b>
<b>Show</b>	- Party time!	<b>M</b>
<b>Describe</b>	- What's in my pantry?	<b>L</b>
<b>Identify</b>	- Eat from nature	<b>S</b>
<b>Read</b>	- 'The Very Hungry Caterpillar'	<b>M</b>
<b>Draw &amp; Make</b>	- My healthy plate	<b>L</b>
<b>Sing &amp; Dance</b>	- 'Veggies, veggies are good for me'	<b>S</b>
<b>Cook</b>	- Healthy treats—yoghurt pops	<b>M</b>



## OVERVIEW

Some learning activities require prior preparation, so please refer to the **RESOURCES REQUIRED** list below. Activity sheets are already included in each separate learning activity. When planning for these activities:

- Check children do not have any allergies or sensitivities to foods or plants used.

# My healthy choice

- Ensure foods and drinks are culturally acceptable.
- Refer to foods and drinks from other cultures whenever possible.
- Model and talk about food hygiene and safety practices

RESOURCES REQUIRED	DISCUSS	SHOW	DESCRIBE	IDENTIFY	READ	DRAW & MAKE	SING & DANCE	COOK
<i>Let's Celebrate</i> activity sheets	✓							
Assorted birthday party items (e.g. candle, birthday card, party blower)		✓						
A selection of birthday party foods and drinks		✓						
Large coloured box or container		✓						
<i>Australian Guide to Healthy Eating</i> sheet (can be enlarged to A3)		✓				✓		
<i>Old Mother Hubbard</i> rhyme sheet			✓					
Old magazines and supermarket catalogues			✓			✓		
Butcher's paper			✓					
Large paper plates						✓		
<i>Veggies, veggies are good for me</i> song sheet							✓	
Musical and/or percussion instruments							✓	
<i>Eat from Nature</i> activity sheet				✓				
<i>The Very Hungry Caterpillar</i> story book, or watch the YouTube clip at: <a href="https://www.youtube.com/watch?v=vkYmvxPOAJI">https://www.youtube.com/watch?v=vkYmvxPOAJI</a>					✓			
Yogurt pops recipe and ingredients								✓
Kitchen utensils and freezer								✓

# My healthy choice — ‘DISCUSS’

## STEP 1 WHY

Children can learn to interact in relation to others and respond to diversity with care, empathy and respect. Children can develop a sense of belonging to groups and communities with an understanding of the reciprocal rights and responsibilities necessary for active community participation. Children can therefore become strong in the social and emotional well-being, and take increasing responsibility for their health and physical well-being. Children develop dispositions for learning such as commitment, curiosity and enthusiasm and develop skills such as inquiry and transfer and adapt what they have learned from one concept to another. Children can interact verbally and non-verbally, and express ideas using a range of media.

## STEP 2 WHAT

Discuss with the children significant cultural events and their special foods and drinks by using the three examples of family celebrations attached.

## STEP 3 HOW

### DISCUSS:

- ☐ Use the *Let's Celebrate* activity sheets to show children pictures of families from different cultures celebrating with food.
- ☐ Ask the children to talk about their experiences of celebrations with their family and friends.
- ☐ Encourage children from other cultures to share how foods and other items are an important part of celebrations.
- ☐ Ask: *What are some foods you eat when your family has a party or celebration?*

*Why don't you eat these foods all the time?*

## STEP 4: COMPLETE THE ACTIVITY - How did it go?


## STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

--

Did you enjoy it?

--

Did you have enough information?

--

What would you do differently next time?

--

Anything else?

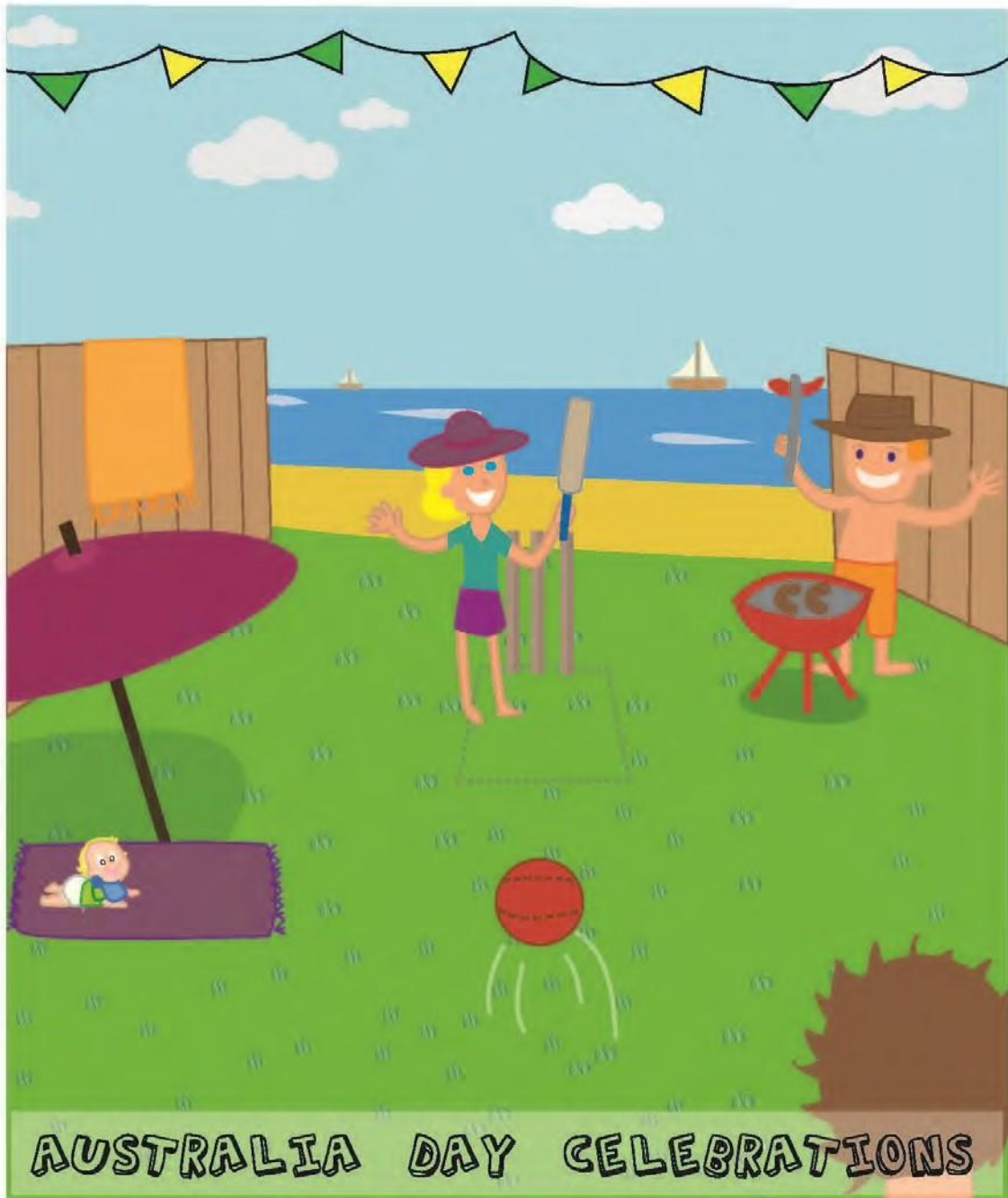
6

**'DISCUSS'**



“DISCUSS”

LETS CELEBRATE - AUSTRALIA DAY





**‘DISCUSS’**



### 'DISCUSS'

#### Celebration party foods from different cultures

##### **Hanakkuh party foods**

1. Cinnamon—Sugared Doughnuts with Green Apple Compote
2. Rich Chocolate cake
3. Crispy potatoes latkes
4. Savory kugel

##### **Australia day celebrations part foods**

5. Party pies
6. Sausages
7. Lamingtons
8. Vegemite and cheese scrolls

##### **Chinese New Year party foods**

9. Chinese dumplings
10. Spring rolls
11. Niangao (Glutinous rice cakes)
12. Tangyuan (Sweet rice balls)

##### **Ramadan celebration foods**

13. Kunafa (dessert)
14. Baklava (dessert)
15. Beef or vegetable pide
16. Gozleme



# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

## Today I learnt about... CELEBRATIONS IN DIFFERENT CULTURES

### Optional At-home Activity:

1) Talk to your child about your own family celebrations. These may be family traditions, religious or cultural occasions, or special celebrations such as a 21st, 50th, or 100th birthday that may be coming up or have recently occurred.



# My healthy choice - 'SHOW'

## STEP 1 WHY

Children feel safe, secure and supported, and learn to interact with others with empathy and respect. Children can become strong and confident in their social and emotional well-being, and take increasing responsibility for their health and physical well-being. This activity supports dispositions for learning including curiosity, commitment, enthusiasm, imagination and persistence. Children can also develop processes such as inquiry, creativity and hypothesizing, and children interact verbally and non-verbally to communicate their ideas.

## STEP 2 WHAT

Provide a range of birthday items including foods and drinks for students to explore and introduce the basics of the *Australian Guide to Healthy Eating*.

## STEP 3 HOW

### SHOW:

- ◆ Place a range of items, foods, and drinks children might be offered at a birthday party in to a brightly coloured box.
- ◆ Explain to the children there are lots of things in the box you might see when you go to a birthday party.
- ◆ Ask the children to guess what the items might be.
- ◆ Reveal the items and show the children the *Australian Guide to Healthy Eating* poster - attached. Discuss with the children where the party food might fit on the poster.
- ◆ Ask: *Is it OK to eat these food when we go to parties?*

*Why don't we eat these food all the time?*

*What healthy foods are yummy to eat at parties?*

## STEP 4: COMPLETE THE ACTIVITY - How did it go?


## STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

--

Did you enjoy it?

--

Did you have enough information?

--

What would you do differently next time?

--

Anything else?

--

--

--



**My healthy choice— ‘SHOW’**





# Australian Guide to Healthy Eating

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

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



## What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about... PARTY FOODS**

### **Optional At-home Activity:**

1) You may find that your child will have different eating habits each day. They may eat more on one day and less on the next. Teaching your child to make healthy food choices each day and limit the amount and frequency of the sometimes foods will ensure they eat more nutritious foods more often.

Sometimes foods are also referred to as 'discretionary' foods and are often served at parties and on special occasions. Here are some guidelines in making the choices and serving sizes of these foods easier.

You may like to attach the *Discretionary choice* sheet to your fridge or pantry for an easy quick reference.

Adapted from the National Food Management Institute "CARE connection" program.

## **What did I learn today...?**

### **What is a serve of discretionary choices?**

**A serve of Discretionary choices provides about 500-600 kilojoule:**

**2 scoops (75g) ice-cream**

**2 slices (50-60g) processed meats, salami or mettwurst**

**1½ thick or 2 thin (50-70g) regular sausages**

**½ snack-size packet (30g) salty crackers or crisps**

**2-3 (35g) sweet plain biscuits**

**1 (40g) doughnut**

**1 slice (40g) plain cake/small cake0type muffin**

**5-6 (40g) sugar confectionary/small lollies**

**1 tblsp (60g) jam or honey**

**½ bar (25g) chocolate**

**2 tblsp (40g) cream**

**1 tblsp (20g) butter**

**1 can (375ml) soft drink ( sugar- sweetened)**

**¼ pie or pastie (60g) commercial meat pie or pastie (individual size)**

**12 (60g) fried hot chips**

**200ml wine (2 standard drinks; but note this is often 1 glass for many Australian wines)**





60ml spirits (2 standard drinks)

600ml light beer ( 1½ standard drinks)

400ml standard beer (1½ standard drinks)





# My healthy choice — ‘DESCRIBE’

## STEP 1 WHY

Children can develop a sense of agency and learn to interact with others with respect and care. Children can respond to diversity with respect, and develop knowledgeable and confident self-identities. Children can take increasing responsibility for their health, social and physical well-being. Children can develop disposition for learning such as curiosity, confidence and reflexivity while transferring their learning from one concept to another, and developing a range of skills such as inquiry, hypotesising and investigating. Children can engage with a range of texts and gain meaning from those texts.

## STEP 2 WHAT

Using the ‘Old Mother Hubbard’ rhyme and pantry activity, enable children to discern between healthy and unhealthy foods.

## STEP 3 HOW

### DESCRIBE:

- ♦ Read the rhyme *Old Mother Hubbard* - attached.
- ♦ Discuss with the children where food is kept at home.
- ♦ Show the children several pictures of food and drink items, or cut-out pictures from a supermarket advertisements.
- ♦ Using a large piece of butchers paper or a pin-up board ‘pantry’ divided into two (‘healthy’ and ‘unhealthy’), select an item and discuss whether the food/drink item is healthy or unhealthy.
- ♦ Place the picture on the corresponding side of the paper or board.

## STEP 4: COMPLETE THE ACTIVITY - How did it go?


## STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

Did you enjoy it?

Did you have enough information?

What would you do differently next time?

Anything else?


### Old Mother Hubbard

Old Mother Hubbard  
Went to the cupboard  
To fetch her poor dog a bone  
But when she got there  
The cupboard was bare  
And so the poor dog had none.

She went to the orchard  
To pick him some fruit  
But when she came back  
He was playing the flute.

She went to the farmer  
To buy him some meat  
But when she came back  
He was sound asleep.

She went to the ocean  
To catch him some fish  
But when she came back  
He was banging his dish.

She went to the baker  
To buy him some bread  
But when she came back  
The poor dog was dead.



# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

## Today I learnt about... HEALTHY AND UNHEALTHY FOODS

### Optional At-home Activity:

1) Teaching your child the ability to distinguish between healthy and unhealthy food choices will allow your child to develop healthy habits early in their lives. In your pantry, allow your child to locate 8 items foods or drinks and together decide whether the item is health or unhealthy. Describe to your child why the food or drink item is healthy or unhealthy.

The food nutrition label on the food packaging may be a useful tool to help you identify information on sugar, salt and fat content. An explanation of food nutrition labels is attached. For more information on ‘How to understand food labels’ , please follow the link : <http://www.eatforhealth.gov.au/eating-well/how-understand-food-labels>



## HOW TO UNDERSTAND FOOD LABELS

### What to look for...

Don't rely on health claims on labels as your guide. Instead learn a few simple label reading tips to choose healthy foods and drinks, for yourself. You can also use the label to help you lose weight by limiting foods that are high in energy per serve.

### Nutrition Information

Servings per package – 16  
Serving size – 30g (2/3 cup)

	Per serve	Per 100g
<b>Energy</b>	<b>432kJ</b>	<b>1441kJ</b>
<b>Protein</b>	2.8g	9.3g
<b>Fat</b>		
Total	0.4g	1.2g
Saturated	0.1g	0.3g
<b>Carbohydrate</b>		
Total	18.9g	62.9g
Sugars	3.5g	11.8g
<b>Fibre</b>	6.4g	21.2g
<b>Sodium</b>	65mg	215mg

#### Total Fat ▶

Generally choose foods with less than **10g per 100g**.

For milk, yogurt and icecream, choose less than **2g per 100g**.

For cheese, choose less than **15g per 100g**.

#### Saturated Fat ▶

Aim for the lowest, per 100g.  
**Less than 3g per 100g is best.**

**Other names for ingredients high in saturated fat:** Animal fat/oil, beef fat, butter, chocolate, milk solids, coconut, coconut oil/milk/cream, copha, cream, ghee, dripping, lard, suet, palm oil, sour cream, vegetable shortening.

#### Fibre ▶

Not all labels include fibre.  
Choose breads and cereals with **3g or more per serve**

**Ingredients:** Cereals (76%) (wheat, oatbran, barley), psyllium husk (11%), sugar, rice, malt extract, honey, salt, vitamins.

#### Ingredients ▲

Listed from greatest to smallest by weight. Use this to check the first three ingredients for items high in saturated fat, sodium (salt) or added sugar.

#### ◀ 100g Column and Serving Size

If comparing nutrients in similar food products **use the per 100g column**. If calculating how much of a nutrient, or how many kilojoules you will actually eat, use the per serve column. But check whether your portion size is the same as the serve size.

#### Energy

Check how many kJ per serve to decide how much is a serve of a 'discretionary' food, which has 600kJ per serve.

#### Sugars

Avoiding sugar completely is not necessary, but try to avoid larger amounts of added sugars. If sugar content per 100g is more than 15g, check that sugar (or alternative names for added sugar) is not listed high on the ingredient list.

**Other names for added sugar:** Dextrose, fructose, glucose, golden syrup, honey, maple syrup, sucrose, malt, maltose, lactose, brown sugar, caster sugar, maple syrup, raw sugar, sucrose.

#### ◀ Sodium (Salt)

Choose lower sodium options among similar foods. **Food with less than 400mg per 100g are good, and less than 120mg per 100g is best.**

**Other names for high salt ingredients:** Baking powder, celery salt, garlic salt, meat/yeast extract, monosodium glutamate, (MSG), onion salt, rock salt, sea salt, sodium, sodium ascorbate, sodium bicarbonate, sodium nitrate/nitrite, stock cubes, vegetable salt.



## My healthy choice — ‘IDENTIFY’

**STEP 1 WHY**

Children develop their sense of emerging autonomy, while supporting the development of knowledgeable and confident self-identities. Children learn to interact with others and respond to diversity with respect. Children take increasing responsibility for their own health and physical well-being. Children develop dispositions for learning such as curiosity and imagination, as well as skills and processes such as inquiry, experimentation and problem solving, and transfer knowledge from one concept to another. Children express ideas and make meaning use a range of media

**STEP 2 WHAT**

Print and separate the cut-out cards attached and have children identify the source of the food or drink.

**STEP 3 HOW****IDENTIFY:**

- Show the children the cut-out cards from the Eat from Nature activity sheets.
- Ask: Which of these foods come straight from plants and which from animals?

Which of these foods and drinks do you like?

Are there any of these food and drinks that you have never tasted?

Is it good to try lots of different foods? Why?

**STEP 4: COMPLETE THE ACTIVITY - How did it go?**


**STEP 5: FOLLOW-UP AFTER ACTIVITY**

Did the children enjoy it?

--

Did you enjoy it?

--

Did you have enough information?

--

What would you do differently next time?

--

Anything else?

--








My healthy choice — **'IDENTIFY'**



peas in a pod



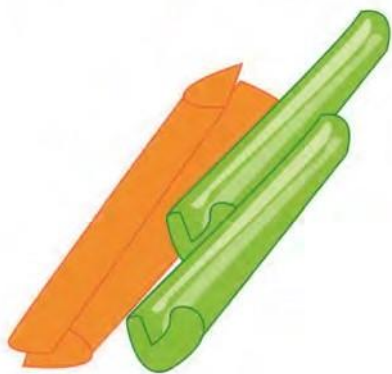
mandarin



corn on the cob



salad of greens, tomato, cucumber, bean sprouts and avacado



salad sticks



milk

## My healthy choice — 'IDENTIFY'

Eat From Nature



multigrain bread loaf

Eat From Nature



sushi

Eat From Nature



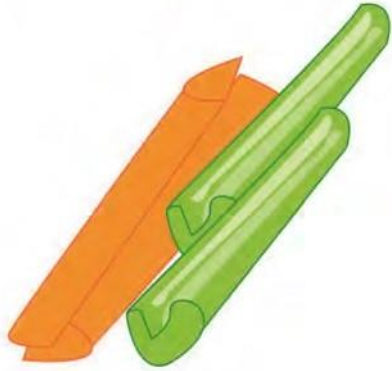
fruit salad in a bowl

Eat From Nature



fruit smoothie

Eat From Nature



salad sticks

Eat From Nature



roast chicken with  
pumpkin and potatoes



# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...**

**Eating from Nature**

---

**Optional At-home Activity:**

1) Talk to your child about what your family will be eating for the next meal. Using the activity sheet attached help your child draw two foods or drinks from this meal that are from nature. Talk with your child about foods or drinks you would like them to try, and then draw those items in the second set of boxes. Set a goal to try the new foods or drinks.

from the National Food Management Institute "CARE connection" program.

**What did I learn today...?**

## **I Eat From Nature**

Draw two foods you like to eat that are 'from nature'



Draw two things that you will try to eat that are 'from nature.'





## STEP 1 WHY

# My healthy choice

Children can take increasing responsibility for their physical well

## STEP 2 WHAT

Children can engage with stories to help develop agency and autonomy, explore their environment, learn to interact with others, and to respect diversity. Children can obtain or download and print the story of *The Caterpillar* for the children, or watch on YouTube: <https://www.youtube.com/watch?v=...> meaning from these texts, and can develop skills and processes for the transfer of learning to another, hypothesising and problem solving while resourcing their own learning.

## STEP 3 HOW

### READ:

- Show the children the cover of *The Caterpillar* the children to discuss what it might be about. Read the story of *The Caterpillar*.
- 

happen at the end of the story.

- Ask: *What foods did the caterpillar eat?*

*Which foods did the caterpillar eat? Which foods did the caterpillar eat? healthy?*

*Are there some food or drink that the caterpillar likes? Are there some food or drink that the caterpillar likes? sometimes?*

*What happened to the caterpillar when it ate the food? What happened to the caterpillar when it ate the food? food?*

*What happens if we eat more food? What happens if we eat more food? we need*

d?

## STEP 4: COMPLETE THE ACTIVITY - How did it go?



#### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

Did you enjoy it?

Did you have enough information?

What would you do differently next time?

Anything else?

25

## What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.



Please feel free to share resources you find that other parents and caregivers could use to support the activity.

**Today I learnt about...**

**The Very Hungry Caterpillar**

**Optional At-home Activity:**

Teaching your child healthy eating habits ensure that they grow and develop normally and incorporating physical activity that is fun will help maintain healthy bodies and a healthy weight.

Here are a few ideas to make physical activity fun for your child:

- You may blow bubbles and let your child chase and pop them.
- Playing music and singing may encourage dancing and rhythm.
- You may invent fun walks with your child at the local park e.g. hopping like a rabbit, jumping like a kangaroo or climbing in the playground like a monkey.
- Building a castle inside from tables and chairs is fun if the weather is cold.
- Chasing leaves in the wind at the local park, skipping or playing hopscotch is also good option in cold or wet weather.

Adapted from the National Food Management Institute "CARE connection" program.



## My healthy choice— ‘DRAW & MAKE’

### STEP 1 WHY

Children develop their autonomy, resilience and sense of agency while becoming socially responsible and respectful of the diversity of others. Children take increasing responsibility for their own health and physical well-being. Children express themselves non-verbally with others for a range of purposes through craft activities, and express ideas and make meaning through a variety of media. Children develop a variety of processes and skills such as creativity, inquiry and investigation, and can transfer learning from one concept to another.

### STEP 2 WHAT

Introduce children to the idea that there are many healthy and unhealthy foods and drinks, and that they can choose to eat and drink a healthy diet.

### STEP 3 HOW

#### DRAW & MAKE:

- Show children the *Australian Guide to Healthy Eating* poster and discuss the different groups of food shown on the poster.
- Discuss foods and drinks shown at the bottom of the page and why these are not included on the plate. Talk to children about the importance of drinking water as a drink each day.
- Ask: *Which parts of the plate are the biggest?*  
*What do you think the different sizes mean?*  
*What grain or cereal foods do you like to eat?*  
*What vegetables and legumes or beans do you like to eat?*
- Divide the paper plates into halves by folding or drawing a line down the middle.
- Ask the children to cut out magazine or supermarket catalogue pictures of healthy and unhealthy foods and drinks and glue the pictures in the appropriate category on the healthy or not plate.
- Send the children's plates home to they can share and talk about food and drinks with their family.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?


Did you enjoy it?


Did you have enough information?


What would you do differently next time?


Anything else?




**My healthy choice— ‘DRAW & MAKE”**



# Australian Guide to Healthy Eating

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

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



## What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...**

**HEALTHY FOOD AND DRINK  
CHOICES**

### Optional At-home Activity:

- 1) Discuss with your child the items on their paper plate, and why they put each one in the ‘Healthy’ and ‘Unhealthy’ sections of the plate.



## My healthy choice— ‘SING & DANCE’

### STEP 1 WHY

Children learn to interact with others, develop their self-identity and feel safe and supported in expression of their feelings. Children can also develop respect for others, and develop their emotional well-being while being creative and expressing their ideas through dance and interacting with other children. Children can take increasing responsibility for their health and physical well-being, and interact verbally and non-verbally in a musical space.

### STEP 2 WHAT

Provide an open area (indoors or outdoors) with plenty of space for children to move around, and suitable musical or percussion instruments if desired.

### STEP 3 HOW

## SING & DANCE

- ☐ Teach children the 'Veggies, veggies are good for me' song - attached.
- ☐ Sing the song with children along to the tune of 'Twinkle, twinkle little star.'
- ☐ Provide the children with musical or percussion instruments, or clap, stamp, or tap in time to the song.
- ☐ Alternatively, make a 'veggie orchestra' and divide children into groups of 'carrots', 'peas' and 'celery' and give them one type of instrument per group to play along with the song.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?


### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

--

Did you enjoy it?

--

Did you have enough information?

--

What would you do differently next time?

--

Anything else?

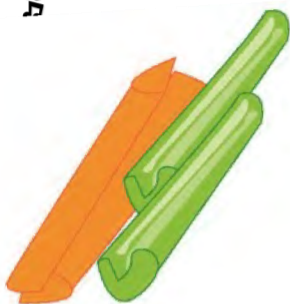





## 'Veggies, veggies are good for me'

Sung to the tune of 'Twinkle, twinkle, little star'

Carrots, peas and celery,  
Veggies, veggies are good for me.  
For my snack and in my lunch,  
Veggie sticks are great to munch.  
Carrots, peas and celery,  
Veggies, veggies are good for me



~~~~~





# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...      SINGING THE 'VEGGIES' SONG**

## **Optional At-home Activity:**

1) Make *Veggie Animals* (instructions attached) with your child as part of a meal or snack for the family. Give your child the opportunity to participate in food preparation, as it is a great way to encourage healthy choices and eating. Making veggie animals may also help introduce a variety of vegetables and increase preference for new vegetables in your child's diet, especially children who are fussy eaters.



# What did I learn today...?

## Making Veggie Animals

Let your child's imagination go wild whilst providing exposure to healthy plant based foods.

### Materials

Various vegetables

Sultanas, for eyes

Paring knife

### Method

- 1) Go to your local supermarket and select any vegetables that interest your child.
- 2) Go home and let your imagination run wild! Examine the vegetables and decide which have the potential to be turned into veggie animals. Make sure to allow your child to have input, and as much as possible, allow him or her to direct the creation.
- 3) Use the paring knife cut the vegetable into pieces or shapes for your child's animal.
- 4) Help you child create their veggie animals on a plate.
- 5) Serve as a snack or as part of a meal.

### Some ideas

Cauliflower flowerets, celery sticks, and a mushroom or sliced olives for face and eyes = a woolly white sheep

Baked potato, carrot sticks, and sultanas for eyes = a fat spider

Celery, low fat cream cheese, and sultanas on top = ants on a log

Various diced 2cm square vegetables and cherry tomatoes placed in a line, sultana eyes = veggie caterpillar



## From little things, big things grow— ‘COOK’

### STEP 1 WHY

Children can transfer and adapt their learning between different concepts, and resource learning through connection with technologies, place, people and materials. Children can also learn problem solving and skills of inquiry and investigation, and engage with texts through following a recipe. Children discover co-operation and social responsibility through cooking activities, and can make progress towards being responsible for their own health and physical well-being.

### STEP 2 WHAT

Obtain a suitable recipe, ingredients and utensils for making yoghurt pops with the children. Refer to the Help Sheet ‘*Cooking with Children*’ for further guidance.

### STEP 3 HOW **COOK**:

- ☐ **CAUTION:** Be aware of children with any allergies to the ingredients you intend to use for this recipe. This activity can take up to 30 minutes to prepare, and three hours freezing time.
- ☐ Refer to the *Yoghurt Pops* recipe attached for instructions.
- ☐ Before starting, discuss with the children the safety and hygiene aspects of preparing and handling food, and use of kitchen appliances.
- ☐ Have the children assist with measurement of ingredients as they are added to the bowl.
- ☐ Discuss whether each ingredient comes from a plant or an animal.
- ☐ Serve the yoghurt pops for afternoon tea.

### STEP 4: COMPLETE THE ACTIVITY - How did it go?

|  |
|--|
|  |
|  |
|  |
|  |

### STEP 5: FOLLOW-UP AFTER ACTIVITY

Did the children enjoy it?

|  |
|--|
|  |
|--|

Did you enjoy it?

|  |
|--|
|  |
|--|

Did you have enough information?

|  |
|--|
|  |
|--|

What would you do differently next time?

|  |
|--|
|  |
|--|

Anything else?

|  |
|--|
|  |
|  |
|  |



## YOGHURT POPS

**Serves 6**

### Ingredients



2 small ripe  
bananas



3/4 cup frozen strawberries  
or 1 cup frozen blueberries



2 cups non-fat  
plain yoghurt



2 tablespoons  
honey



### Cooking utensils

Cutting board  
Knife  
Measuring cups and spoons  
Food processor or blender  
Spatula  
Paper cups or plastic molds  
Popsicle sticks

### Method

1. Peel and slice your banana and put it into a food processor or blender with the frozen berries, yoghurt and honey.
2. Blend on a low setting until really smooth.
3. Divide the mixture between 6 paper cups or plastic molds
4. Place the pops in the freezer for 10 minutes, then gently poke a popsicle stick into the centre of each one.
5. Place back in the freezer for at least 3 hours, or until frozen solid.

### Teacher Tips

- Taste the fruit and yoghurt mixture before adding the honey – no need to add if it's sweet enough.
- Store yoghurt in the refrigerator until you are ready to use it.







# What did I learn today...?

Hello!

At childcare, your child is learning about foods and nutrition and how they are important for healthy living and a healthy body.

“Why....” is every child’s favourite question, and asking questions is one of the ways in which children learn about the world in which they live. The natural curiosity of a child leads to opportunities for learning in their everyday life. As a parent or caregiver, you have more chances than anyone else to teach your child by answering questions, playing with your child and by setting a healthy example for your child.

You can use everyday events as valuable learning times for your child. Keep it fun! Discover what they have learned at childcare and take time to talk to them about it. Below are some suggestions and resources for building on what your child has learned this week at childcare. These can be used during story time, play time, at mealtimes and when preparing food or cleaning up.

Please feel free to share resources you find helpful with other parents and caregivers as they could support the activity and extend your child’s learning environment.

**Today I learnt about...**

**MAKING HEALTHY TREATS**

---

**Optional At-home Activity:**

1) Have a 'family party' and devise with your child a menu of healthy party snacks - sample recipes attached, and further recipe ideas can be downloaded from the SNAC website, or the following link: XXXXXX

from the National Food Management Institute "CARE connection" program.



**What did I learn today...?**

## YOGHURT POPS

**Serves 6**

### Ingredients



2 small ripe  
bananas



3/4 cup frozen strawberries  
or 1 cup frozen blueberries



2 cups non-fat  
plain yoghurt



2 tablespoons  
honey



### Cooking utensils

Cutting board  
Knife  
Measuring cups and spoons  
Food processor or blender  
Spatula  
Paper cups or plastic molds  
Popsicle sticks

### Method

1. Peel and slice your banana and put it into a food processor or blender with the frozen berries, yoghurt and honey.
2. Blend on a low setting until really smooth.
3. Divide the mixture between 6 paper cups or plastic molds
4. Place the pops in the freezer for 10 minutes, then gently poke a popsicle stick into the centre of each one.
5. Place back in the freezer for at least 3 hours, or until frozen solid.

### Teacher Tips

- Taste the fruit and yoghurt mixture before adding the honey – no need to add if it's sweet enough.
- Store yoghurt in the refrigerator until you are ready to use it.



## Frushi

Make morning tea fun with Frushi! Frushi is just like sushi, except its kid-friendly and made with fresh fruit. There are tons of different combinations you can make – the options are endless! This recipe serves 10 children, and makes 4 rolls.

## Ingredients

|                                                  |                                  |
|--------------------------------------------------|----------------------------------|
| Rice, white, cooked                              | 1 1/3 C (1/3 cup per roll)       |
| Banana, medium                                   | 2 medium (1/2 a banana per roll) |
| Berries (raspberries, strawberries, blueberries) | 1 1/2 C                          |

## Method

1. Mash the cooked rice with the banana. Lay out a sheet of plastic wrap and spread the rice mixture on top of the plastic. The rice should roughly be the depth of the tip of your pinkie finger.
2. Try to spread the rice in a rectangle shape.
3. Layer fruits in a neat, tight row on one side of your rice rectangle.
4. Pull one side of the plastic wrap up and gently roll the frushi together. Stick the roll into the freezer for two hours to help solidify the rice.
5. Cut each roll into approximately 5 pieces.
6. Serve 2 pieces per child.

## Jelly Custard Cups

A colourful and fun party favourite that provides a great source of fruit and dairy. Use different coloured jellies and different types of fruit for variety and to cater for different tastes.

### Ingredients

|                                            |                |
|--------------------------------------------|----------------|
| Jelly, crystals, reduced sugar             | 85g (1 packet) |
| Water, boiling                             | 450ml (2 C)    |
| Fruit, puree (apple, apricot, fruit salad) | 250g (1 C)     |
| Custard, powder                            | 40g (4 T)      |
| Sugar                                      | 30g (2 T)      |
| Milk, reduced fat                          | 500ml (2 C)    |

### Method

1. Dissolve the jelly crystals in 250ml of boiling water. Add 200ml of cold water.
2. Pour into small cups or bowls approximately 50g portions which will provide 10 serves.
3. Spoon in 1-2 T fruit per cup. Allow to set in refrigerator.
4. Blend custard powder, sugar and a little milk to make a paste.
5. Gently heat remaining milk to simmer and stir in custard mixture. Stir on a low heat until custard thickens.
6. Allow to cool.
7. Spoon  $\frac{1}{4}$  C onto set jelly and serve.

## Zucchini and Corn mini muffins

A great savoury muffin packed with a wide range of healthy vegetables – vary the vegetables depending on the season, and add spices for a different flavour. This snack is ideal for morning or afternoon tea.

### Ingredients

|                                |                 |
|--------------------------------|-----------------|
| Makes 20 mini muffins          |                 |
| Flour, self-raising            | 80g ( ½ C)      |
| Flour, wholemeal, self-raising | 40g ( ¼ C)      |
| Zucchini, grated               | 60g ( ½ C)      |
| Egg, beaten                    | 60g (1 egg)     |
| Onion, grated                  | 40g ( ½ medium) |
| Sweet corn, frozen             | 30g ( ¼ C)      |
| Cheese, cheddar, grated        | 60g ( ½ C)      |
| Oil, olive                     | 30ml (1 ½ T)    |
| Milk, Hilo                     | 125ml ( ½ C)    |
| Thyme, dried                   | 3-4g (1-2 t)    |

### Method

1. Preheat oven to 180°C.
2. Grease and line loaf tin with baking paper, or spray mini muffin tin (or can use paper cases).
3. Combine flours, zucchini, corn, onion, thyme and cheese in a large bowl.
4. Combine milk, oil, beaten egg in a medium jug.
5. Pour into flour mixture. Stir gently until just combined, do not over mix.
6. Divide mixture among mini muffin tray.
7. Place in oven for 10-12 minutes and allow to stand for a further 5 minutes.
8. Turn on to wire tray to cool.