

Healthy Eating Learning Experiences Pack



Good for kids
good for life



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Group Games

Celebrity Heads with Fruit and Veg

One of the most loved guessing games. Instead of famous people, use this game to learn about different fruits and vegetables.

What you need:

- Pictures of fruits and vegetables (see Appendix 2)
- 3-4 headbands
- Fold back clips



How to play:

1. Select 3-4 children to be 'in', they will wear the fruit and vegetable headbands. Ask them to sit facing the other children.
2. Select a fruit or vegetable for each child to wear on their head, place the headband on their head without them seeing what fruit or vegetable it is.
3. Begin asking yes or no questions only, each child should ask one question and then move onto the next child. Encourage the children to ask as many descriptive questions as possible. Such as; do I taste sweet, am I grown in the ground, do you peel me before eating, am I crunchy and so on. To make it a little harder make it a rule that you cannot ask if it is a fruit or vegetable.
4. Continue this until the children wearing the headbands have guessed what fruit or vegetable is on their head.

Exploration:

This experience gives children the opportunity to use their active learning process to identify healthy fruit and vegetables. It also allows children to further develop their inquiry and investigating skills as they ask descriptive questions to collect information about the fruit or vegetable that they are wearing on their head.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

Children feel safe, secure and supported when investigating unfamiliar fruits and vegetables. The children can be provided with the opportunity to initiate conversations with peers and trusted educators and be able to express their ideas and feel respected.

Outcome 4:

This experience can allow the child to demonstrate their creativity, curiosity, imagination and commitment through asking descriptive questions in order to gather information. Problem solving and investigation skills can also be shown. The educator can encourage a learning environment that is flexible and open ended aiding the children to develop the above dispositions.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of fruit and vegetables.

Outcome 5:

Children are effective communicators. Children interact with educators and peers verbally to gather information. Discussion allows children to develop communication skills such as listening, interacting and understanding.

National Quality Standard

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

This experience broadens children's knowledge of fruit and vegetables and builds a foundation for children to develop healthy eating habits

Colourful Celery Experiment

What you need:

- 4 long stalks of celery
- Chopping board
- Knife
- Red and blue food colouring
- 4 drinking glasses
- Water
- Vegetable Peeler



Note: you can use white flowers, such as carnations, for this experiment

What to do:

1. Cut the pieces of celery to the same length, tall enough for them to stick out of the glass. Make sure to chop off the bottom and the top at the leafy part so you're left with the stalks.
2. Fill 3/4 of each glass with water and add around 10 drops of red food colouring to 2 glasses and the same amount of blue food colouring to the other 2 glasses.
3. Place one piece of celery into each glass.
4. After 2 hours, take the stalk of celery out of one of the blue and one of the red glasses. Notice the change in colour at the bottom versus the top. Use the vegetable peeler to peel the stalk of celery and see how far the change has gone.
5. Leave the remaining two stalks in the glasses overnight. Follow the same directions as in step 4, but notice how much more colour has moved through the celery.

Try this experiment with other plants: maybe one with a white flower (eg. carnation). What do you think will happen? Plants draw the water up their stem and send it on to their leaves and petals. Carefully cut the stem. Can you see the coloured water inside?

Further learning:

This learning experience could generate a discussion about the importance of water for all living things to survive. Discuss how our bodies need water to function properly and that water makes up over half of our body weight. Talk about the important jobs that the body needs water for, such as:

- To help keep us cool
- To help us when we are thirsty
- Is good for our skin and teeth
- Keeps our tummies working properly and our bowels healthy

Exploration:

This learning experience allows children to use their active learning process to investigate and explore the necessity of water for all living things. This learning experience can also allow children to become more aware of and connect with their surrounding environment.

Early Years learning Framework (EYLF) outcomes:

Outcome 1:

Children feel safe, secure and supported during the learning experience. They are able to express their ideas and feel respected by educators and peers.

Outcome 2:

This learning experience can help children broaden their understanding of the world in which they live and demonstrate an increasing knowledge of, and respect for natural and constructed environments. Children can also develop an increased understanding of the interdependence between land, people, plants and animals.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

This learning experience supports the opportunity for the investigation of ideas, complex concepts and thinking, reasoning and hypothesising. Children are able to transfer their knowledge from one setting to another, ie. Plants need water to grow and our bodies need water to be healthy.

Outcome 5:

Children are effective communicators. Children interact with educators and peers to investigate the necessity of water for all living things. Open discussion allows for children to develop their verbal and non-verbal communication skills.

National Quality Standard

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

This experience broadens children's knowledge of the importance of drinking water and builds a foundation for children to develop healthy eating habits.

Fruit and Veg Shopping

What you will need:

- A selection of plastic/artificial fruits, vegetables and other food and drink items found at the supermarket OR print outs of fruits, vegetables and food item
- Play money
- A shopping basket (optional)
- Pieces of paper and pen

* You could use old boxes or other packages of food items.



What to do:

1. Place all the food items on a table, use the paper and pen to write down a money value and place on the food item.
2. Allow the children to go shopping for food, while they are doing this discuss what they are choosing to buy and why. Discuss every day and sometimes foods with the children.
3. Have one child taking the money at the end of the table like a cashier.

Exploration:

This experience will help children develop their counting and decision making skills as well as identifying healthy foods to eat every day.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

Children confidently explore and engage with social and physical environments through relationships and play. Through this experience children may initiate and join in play and demonstrate negotiating and sharing behaviours.

Outcome 3:

This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition. In addition this experience may strengthen a child's social and emotional wellbeing as they assert their capabilities and independence while also recognising the need to collaborate and cooperate with their peers.

Outcome 5:

Children are effective communicators. Children interact with educators and peers verbally throughout this experience. Discussion allows children to develop communication skills such as showing respect for others perspectives. Involving real life resources (play money) in this experience promotes children to think about mathematical language, reasoning and counting.

Outcome 4:

This experience can allow the child to demonstrate their creativity and imagination through play. Problem solving skills can also be shown as children use play money to purchase their chosen food items. Children can adapt and relate the process of using play money to 'purchase' food items to everyday activities such as grocery shopping with their family. Educators can provide a learning environment that is flexible and open ended, aiding the children to develop the mentioned skills.

National Quality Standard

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

This experience broadens children's knowledge and familiarity of healthy foods, building a foundation for children to develop healthy eating habits.

Fruit and Veg Memory Game

What you need:

- Picture cut outs of fruits and vegetables (see Appendix 2).
- Enough space to lay pictures out flat.



How to play:

1. Print out 2 lots of the pictures from Appendix 2 and laminate if desired. Cut into individual cards.
2. Lay all the pictures face down so only the blank back of the card can be seen.
3. Let the children take it in turns to flip 2 cards over at a time, if they do not match turn them back over, if they do put both pictures face up and place to the side.

Further learning: If a child come across any fruits and vegetables they are unfamiliar with a group discussion can be initiated to investigate more about the characteristics of the unknown fruit or vegetable.

Exploration:

This experience will help children develop their memory recall while also promoting healthy fruits and vegetables.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. This learning experience can allow children to work cooperatively and collaboratively with their peers and to accept a new challenge and persevere when they are not successful at first.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

Curiosity, commitment and problem solving skills can be displayed by children through this learning experience as they endeavour to match each fruit and vegetable picture. Educators can provide a learning environment that is flexible and open ended aiding the children to develop the above dispositions.

Outcome 5:

Children are effective communicators. Children are drawn on their memory of sequence to complete this learning experience. Children should begin to recognise the relationship between the pairs (ie. They are the same).

National Quality Standard

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

This experience broadens children's knowledge of fruit and vegetables and builds a foundation for children to develop healthy eating habits.

Identify Healthy Foods

What you need:

- A variety of foods. These could be food models, foods from the kitchen, foods children have brought in their lunchbox or pictures from magazines
- Baskets/containers labelled 'healthy/ every day foods' and 'sometimes foods' (if using real food or models) or whiteboard/large area for sticking pictures. The whiteboard could also be labelled 'healthy/ every day foods' or 'sometimes foods' or you could use the Australian Guide to Healthy Eating Poster or a picture of a large lunchbox; only healthy foods allowed in the lunchbox (Appendix 1).



What to do:

- Sit in circle or at tables
- Ask each child to select a food and place in the appropriate basket/location
- Ask the child why it fits in that basket/location (i.e. identify food group)

Linking with the home:

- Baskets or whiteboard could be used as a display for families
- Photograph the experience and display on noticeboard, in day book or invite families along.
- Encourage children to discuss with families what foods in their lunchbox were healthy or sometimes foods
- Encourage families to allow children to pack/make their own lunch from what they have learnt
- Provide educational information to families

Exploration:

This activity aims to help children to identify 'healthy/every day food' and 'sometimes' foods'.

Early Years Learning Framework (EYLF) outcomes;

Outcome 1:

Children feel safe, secure and supported during the learning experience. They are able to express their ideas and feel respected by educators and peers.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

Educators can provide a learning environment that is flexible and open ended aiding the children to enhance their creativity, commitment and curiosity. This experience can allow children to challenge and extend their own thinking, and that of others, and create new knowledge in collaborative interactions and negotiations.

Outcome 5:

Children are effective communicators. This experience encourages children to contribute their ideas in small and large group discussions.

National Quality Standard

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

This experience broadens children's knowledge of everyday and sometimes foods and builds a foundation for children to develop healthy eating habits.

Freezing Water

What you need:

- Tap water
- Sea water (or make with hot tap water that's had salt added and has been cooled) Plates (x2)
- Ice cube moulds (x2)



What to do:

- Fill one ice cube mould with tap water and the other ice cube mould with salt water. Place both in freezer until water is frozen.
- Remove ice cubes from, moulds. Place tap water ice cubes on one plate and salt water ice cubes on another plate. Compare the two different ice cubes ie. Is one ice cube more opaque than the other?

Further learning: Initiate a group discussion. Below are some sample questions;

- Are there any differences between the two groups of ice cubes?
- Which sort of water should we drink?
- Why do we need to drink water? Discuss how our body needs water to function properly and that water makes up half over half of our body weight. Talk about the important jobs that the body needs water for, such as:
 - To help keep us cool
 - To help us when we are thirsty
 - Is good for our skin and teeth
 - Keeps our tummies working properly and our bowels healthy

Exploration:

This learning experience allows children to use their active learning process to investigate and explore the necessity of water for all living things and experience water in a fun way.

Early Years learning Framework (EYLF) outcomes:

Outcome 1:

Children feel safe, secure and supported during the learning experience. They are able to express their ideas and feel respected by educators and peers.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 5:

Children interact with educators and peers to investigate what type of water our body needs and why. This experience encourages children to confidently contribute their ideas in small and large group discussions. Open discussion allows for children to develop their verbal and non-verbal communication skills.

Outcome 2:

This learning experience can help children broaden their understanding of the world in which they live and demonstrate an increasing knowledge of, and respect for natural and constructed environments. Children can also develop an increased understanding of the interdependence between the environment and living things.

Outcome 4:

This learning experience allows children to explore the concepts of their environment. It supports the opportunity for the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.

National Quality Standard

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

This experience broadens children's knowledge of how our body requires water and builds a foundation for children to develop healthy eating habits.

Get a Feel for Fruit and Veg

What you need:

- A small/medium calico bag
- 5-10 pieces of fruit and veg that can be easily identified by touch, such as:
 - Banana
 - Broccoli
 - Carrot
 - Pineapple
 - Strawberry
 - Orange
 - Celery
 - Beans
 - Capsicum
 - Corn cob
 - Grapes



Note: Plastic fruit and vegetables can be used instead of real fruit.

What to do:

- Place one of the foods in the “feely bag”; keep the other foods out of sight
- One at a time, let each child reach into the feely bag and feel the food. Tell them to think about what food is in the bag - but keep it a secret.
- After everyone has had a turn, ask questions that enable the children to describe the size, shape and feel of the food.
- Ask a child to name the food that they think is in the "feely bag." The other children can clap if they agree or put their hands in their laps if they don't agree.
- Remove the food from the bag to confirm its identity. Have children close their eyes as you place another food in the "feely bag."
- Repeat until the class identifies all of the foods.

Linking in with home:

If any child expresses that they have not tried one of the hidden fruits or vegetables suggest the child to try a recipe at home that includes the unfamiliar fruit or vegetable. Encourage the child to be involved in the cooking process with their parents. A photo of the cooked meal/product could be taken for the child to display at their childcare service.

Exploration:

This experience gives children the opportunity to use their active learning skills to explore, investigate and identify various fruits and vegetables. This experience may also aid each child’s development of agency as they interact with educators and other children. Children can experience the value and benefits of sharing ideas and being involved in a group learning environment.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

When children feel safe, secure and supported they grow in confidence to explore and learn. The children are able to express their ideas and feel respected. In addition this learning experience may enhance children's ability to interact in a group and contribute to shared play.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. Children's curiosity is heightened as they try to guess the unknown fruit or vegetable. The educator provides a learning environment that is flexible and open ended aiding the children to develop the above dispositions.

Outcome 5:

Children are effective communicators. Children interact with educators and with each other both verbally and non-verbally in order to identify the hidden fruit or vegetable.

National Quality Standards

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

This experience broadens children's knowledge of fruit and vegetables and builds a foundation for children to develop healthy eating habits.

Art and Crafts

Colouring In Templates Made from Vegies

Let the children be creative and colour in some characters made of fruits and vegetables.

Choose from: **Vegie man**

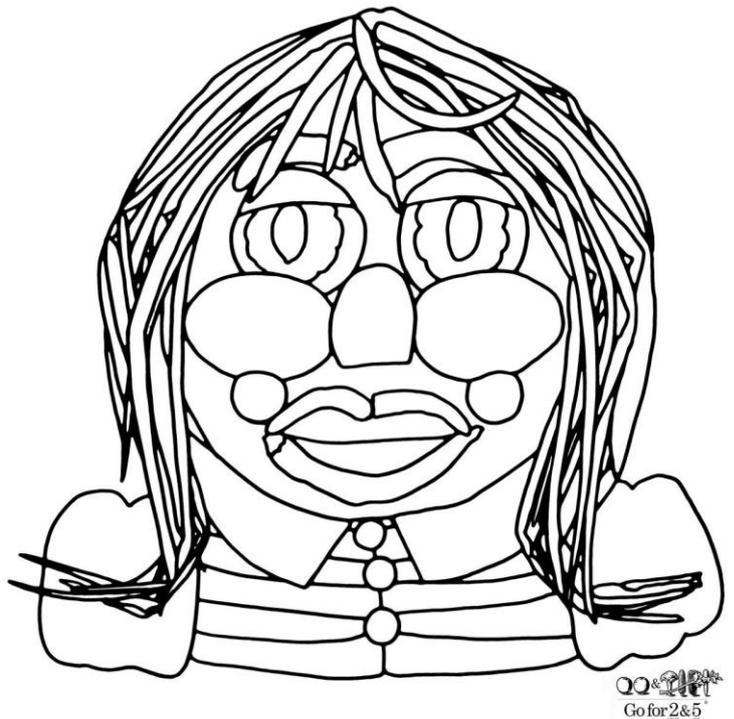
Vegie lady

Vegie boy

Vegie horse

Talk about the vegetables that make up the character; what colour are they, where are they grown, how they are good for you, how might you eat them and so on.

You can find the templates at <http://www.gofor2and5.com.au/KidsOnly.aspx>



Early Years Learning Framework (EYLF) outcomes:

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of fruit and vegetables.

National Quality Standard

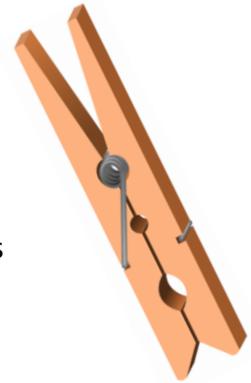
2.2 Healthy eating and physical activity are embedded in the program for children.

This experience broadens children's knowledge of fruit and vegetables and builds a foundation for children to develop healthy eating habits.

Fruit and Veg Pegs

What you need:

- Wooden pegs
- Craft glue
- Supermarket catalogues/food magazines or picture cut outs of fruits and vegetables (Appendix 2).
- Scissors
- Laminator (optional)
- Adhesive magnetic strips (optional)



What to do:

- Help the children cut out fruit and vegetable pictures from the catalogues/magazines or picture cut outs (Appendix 2)
- Laminate pictures if desired
- Glue each picture to the front of a wooden peg
- Use the pegs for hanging pictures or other items around the room
- The pegs can easily be turned into fridge magnets by placing a magnetic strip on the back of the peg. Encourage the children to use their healthy fruit and vegetable fridge magnets at home.

Further learning:

If a child comes across any fruits and vegetables they are unfamiliar with a group discussion can be initiated to investigate more about the characteristics of the unknown fruit or vegetable.

Exploration:

This experience gives children the opportunity to use their active learning skills to explore, investigate and identify various fruits and vegetables.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

Children feel safe, secure and supported during the learning experience. They are able to express their ideas and feel respected by educators and peers.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

Creativity is shown as children choose their own fruit and vegetable pictures and curiosity can be displayed if children engage in discussion about an unfamiliar fruit or vegetable. Educators can provide a learning environment that is flexible and open ended aiding the children to develop the above skills.

Outcome 5:

Children may interact with educators and with each other both verbally and non-verbally in order to choose the fruits and vegetables they wish to place on their peg. Open discussions and instructions allow children to develop their communication skills, such as listening and understanding what is said to them and respecting the feelings and perspectives of others; by encouraging children to listen when others are expressing their ideas and to always look at the person whom they are talking to.

National Quality Standards

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

This experience broadens children's knowledge and familiarity of fruit and vegetables and builds a foundation for children to develop healthy eating habits.

Funny Fruit and Veg Face Puppets

What you need:

- Paper plate
- Supermarket catalogues/ food magazines
- Glue
- Paddle pop stick
- Sticky tape



*Source: <http://mykidcraft.com/funny-fruit-face-puppets/>

What to do:

- Help the children cut out fruit and vegetable pictures that they find from the catalogues/magazines.
- Children can then glue their pictures on the paper plate to create a funny face
- Tape a paddle pop stick to the back of the paper plate
- Children can have fun using their funny face as a mask or split up into small groups and create short puppet shows.

Note: This learning experience can be altered to incorporate the interests of the children. A template of their favourite animal (eg. A dinosaur) can be used to make a fruit and vegetable collage.

Further learning:

If a child comes across any fruits and vegetables they are unfamiliar with a group discussion can be initiated to investigate more about the characteristics of the unknown fruit or vegetable. Discussions can also be initiated about children's favourite fruits and vegetables, which ones they've tried, how to cook/prepare it.

Linking in with home:

Children can take the fruit and veg face puppet home. This could encourage a discussion about healthy foods at home.

Exploration:

This experience gives children the opportunity to use their active learning process to identify healthy fruit and vegetables. It also allows children to develop their inquiry and investigating skills as they come across pictures of fruits and vegetables they may have never seen. Child and educator relationships can be strengthened through this experience, as the educators help the children cut out the chosen pictures and aid the investigation of new fruits and vegetables.

Early Years Learning Framework (EYLF) outcomes:

Outcome 1:

Children feel safe, secure and supported when investigating unfamiliar fruits and vegetables. The children can be provided with the opportunity to initiate conversations with trusted educators and be able to express their ideas and feel respected.

Outcome 3:

Children take increasing responsibility for their own health and physical wellbeing. This experience allows children to show an increasing awareness of healthy lifestyles and good nutrition.

Outcome 4:

This experience allows the child to develop their creativity when designing the fruit and vegetable face puppet. Curiosity is displayed when children discover unfamiliar fruits and vegetables. The educator provides a learning environment that is flexible and open ended aiding the children to develop the above skills.

Outcome 5:

Children interact with educators and other children verbally to investigate unfamiliar fruits and vegetables. Open discussions allow children to develop their communication skills such as respect. Creating a puppet show allows children to express their ideas and views through storytelling.

National Quality Standard

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

This experience broadens children's knowledge of fruit and vegetables and builds a foundation for children to develop healthy eating habits.

Online Resources

Activity	Description	Location
Fresh for Kids - Activity sheets	Find a selection of colouring in and activities sheets	http://www.freshforkids.com.au/activities/activities.html
Fresh for Kids - Recipes	Healthy recipes	http://www.freshforkids.com.au/recipes/recipes.asp
Weighing up the Lunchbox	This is an online interactive game where children choose from 3 snacks, 1 main and drinks to make an A+ lunch box	http://www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html?Open
Nourish Interactive	Find a selection of colouring in and activities sheets	http://www.nourishinteractive.com/nutrition-education-printables/category/50-kids-home-classroom-group-activities-games
Kidspot	Games to encourage healthy eating	http://www.kidspot.com.au/discoverycentre/4---6-years-Cooking-Games-to-encourage-healthy-eating+5516+535+article.htm
Today I Ate a Rainbow	Making healthy eating fun, including charts and printables	http://www.todayiatearainbow.com/
Support United Way	Healthy eating activities	http://supportunitedway.org/images/chapters/ch1.pdf
Super Kids Nutrition	Fun healthy activities for kids	http://www.superkidsnutrition.com/nutrition-resources/kidsactivities/

Books

I'm Having a Rainbow for Dinner

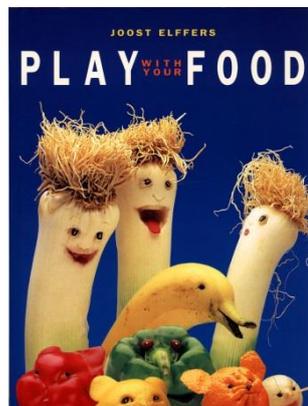
by NAQ Nutrition, available here:

http://www.naqlid.org/wp-content/uploads/2014/01/IS03_Im-Having-A-Rainbow-for-Dinner-Order-Form.pdf



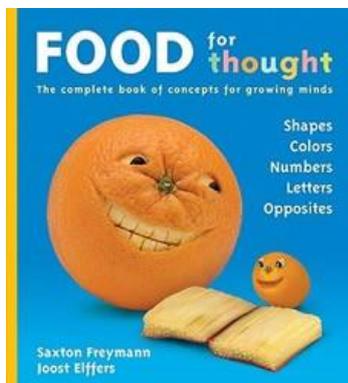
Play With Your Food

by Joost Elffers



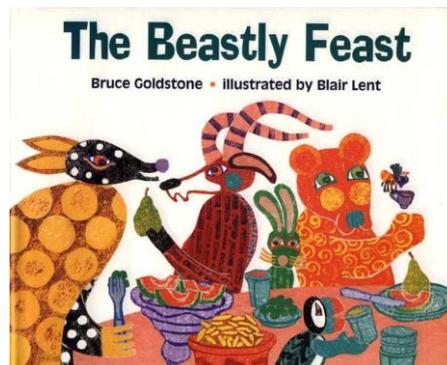
Food for Thought

by Saxton Freymann



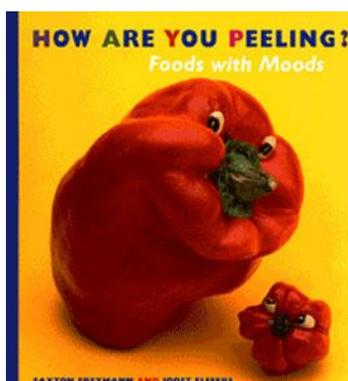
The Beastly Feast

by Bruce Goldstone



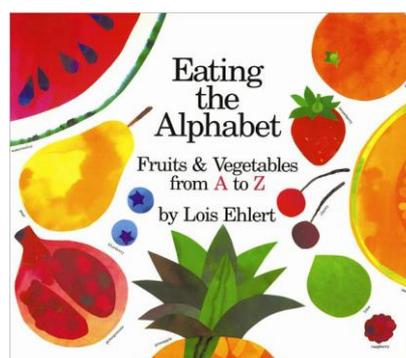
How are you peeling?

by Saxton Freyman and Joost Elffers



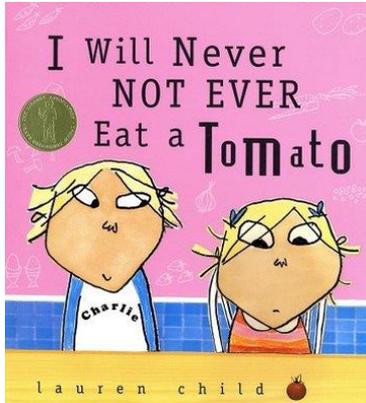
Eating the Alphabet: Fruits & Vegetables from A-Z

by Lois Ehlert



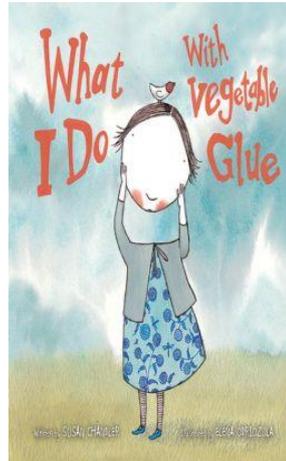
I Will Never NOT EVER Eat a Tomato

by Lauren Child



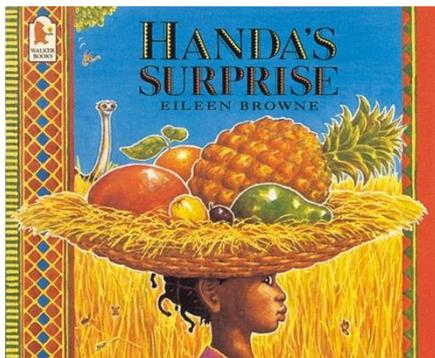
What I do with Vegetable Glue

by Susan Chandler



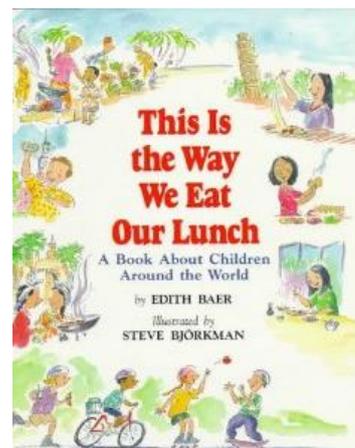
Handa's Surprise

by Eileen Browne



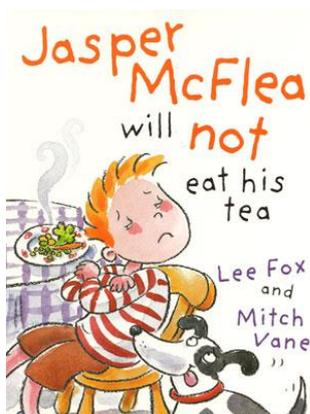
This is the way we eat our lunch

by Edith Baer



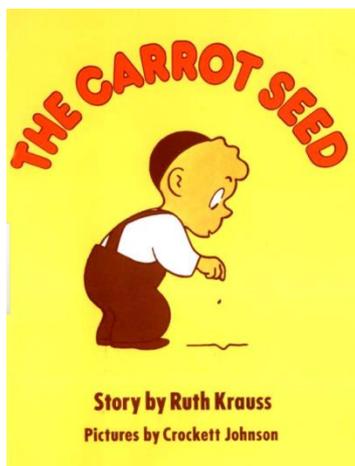
Jasper McFlea will Not Eat his Tea

by Lee Fox



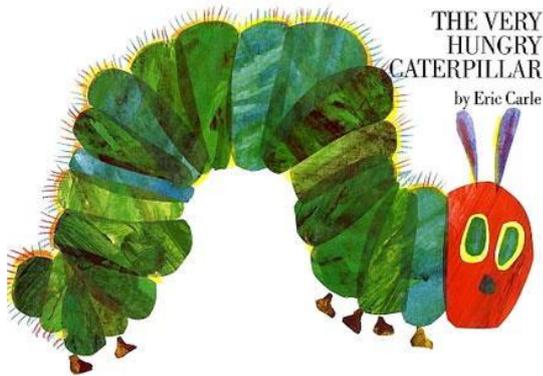
The Carrot Seed

by Ruth Krauss



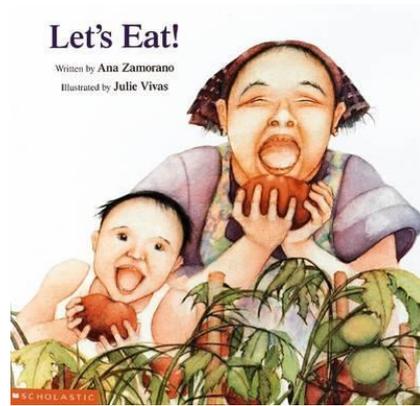
The Very Hungry Caterpillar

By Eric Carle



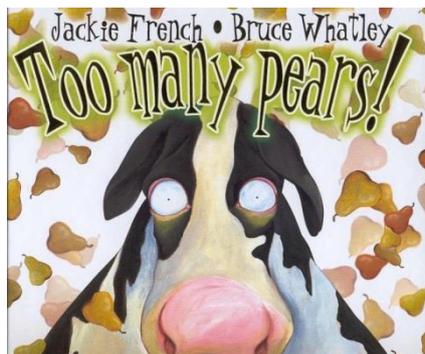
Let's eat

By Anna Zamorano



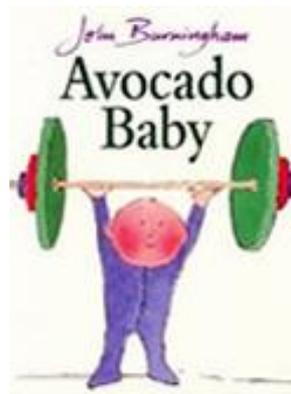
Too many Pears!

By Jackie French



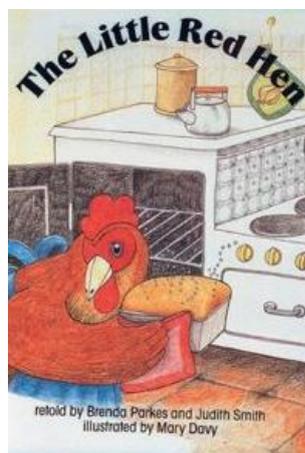
Avocado Baby

By John Burningham



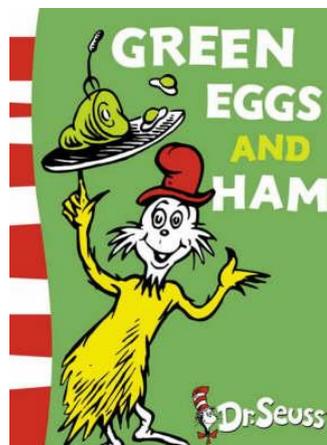
The Little Red Hen

By Brenda Parkes and Judith Smith



Green Eggs and Ham

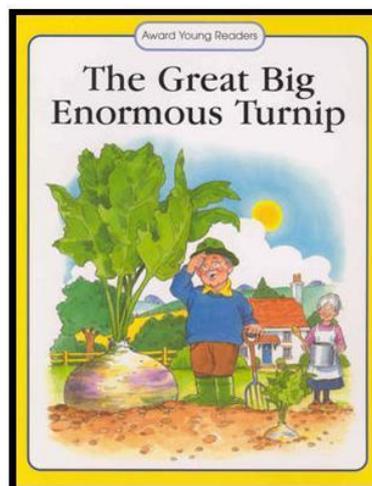
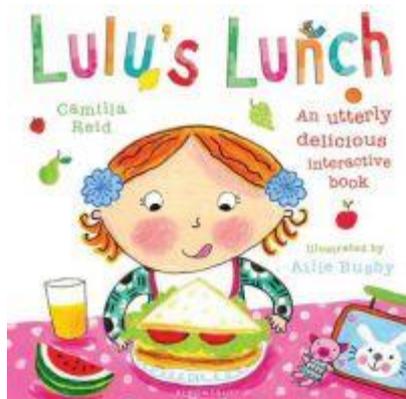
Dr Seuss



By Rhonda Armitage

Lulu's Lunch

By Camilla Reid



Yum

Eat Your Garden

By Leonie Shanahan

Available here:

<http://edibleschoolgardens.com.au/books-and-dvds>

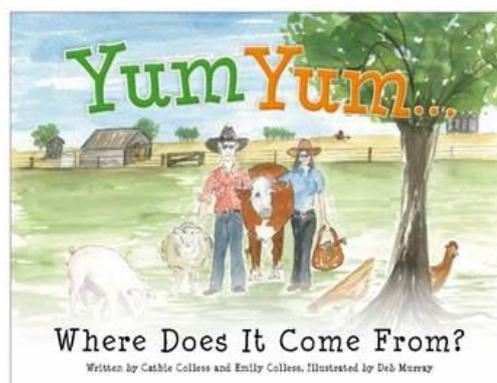


Yum...Where Does it Come From?

By Cathie & Emily Colless

Available here:

<http://www.yummy4kids.com/about-the-book/>



The Great Enormous Turnip

**All books are available online
from:**

www.bookdepository.com

www.amazon.com

Cooking Experiences

STUFFED CELERY STICKS



Picture sourced from taste.com.au

Time: **Approximately 10 minutes**

Ingredients		Serves		
		4	20	60
Celery Sticks		4 long	20	60
Sultanas		½ Cup	2 ½ cups	7 ½ cups
Filling 1				
	Reduced fat spreadable cream cheese	¼ Cup (60g)	1 ¼ cups (300g)	3 ¾ cups (900g)
	Small carrot (peeled)	1/2	2 ½	7 ½
Filling 2				
	Hummus	¼ Cup (60g)	1 ¼ cups (300g)	3 ¾ cups (900g)
Filling 3				
	Reduced fat ricotta	¼ Cup (60g)	1 ¼ cups (300g)	3 ¾ cups (900g)
	Honey	1 Tbsp	5 Tbsp	15 Tbsp
Filling 4				
	Natural or reduced fat flavoured yoghurt	¼ Cup (60g)	1 ¼ cups (300g)	3 ¾ cups (900g)

Directions:

1. Take each celery stick; educators trim each end and children wash each stick. Educators cut each stick into four pieces. Children to wash and grate carrot.
2. Choose your filling, educators combine any ingredients that need to be and help children place ingredients into celery sticks.
3. Children to place sultanas in a line on top of filling.

JACKET POTATOES



Picture sourced from healthykids.nsw.gov.au

Time: **Approximately 35 minutes**

Ingredients		Serves		
		4	20	60
Potatoes		4	20	60
Filling 1				
	Frozen peas	½ cup	2 ½ cups	7 ½ cups
	Sweet corn kernels	½ cup	2 ½ cups	7 ½ cups
Filling 2				
	Diced tomato	½ cup	2 ½ cups	7 ½ cups
	Diced onion	½ cup	2 ½ cups	7 ½ cups
	Lean ham	2 slices	10 slices	30 slices
Filling 3				
	Spicy salsa or bolognaise sauce (warmed)	½ cup	2 ½ cups	7 ½ cups
Filling 4				
	Baked beans	½ cup	2 ½ cups	7 ½ cups
Toppings				
	Reduced fat cheese (grated)	½ cup	2 ½ cups	7 ½ cups
	Light sour cream	½ cup	2 ½ cups	7 ½ cups
	Reduced fat plain yoghurt	½ cup	2 ½ cups	7 ½ cups

Directions:

1. Educators to cook potatoes: Preheat oven to 180°C (if you only want to use the microwave no need to do this), pierce the potatoes several times and place well spaced on a microwavable plate. Microwave on high for 10-15min.
2. Let the potatoes cool enough to touch. Educators cut the potatoes in half. Scoop out the flesh from the centre, leaving about a 1 cm shell.
3. Place the potato flesh in a bowl and assist children to mash with a fork.
4. Children can then add their choice of the filling ingredients to the mashed potato and mix.
5. Educators assist the children to spoon the filling into the potato shells.
6. Finally, either place the potatoes back in the microwave and cook on high for 5–10 minutes. Or place them on a baking tray and put in the oven until heated through and golden brown (about 15 minutes).

Recipe adapted from www.healthykids.nsw.gov.au

FRUIT KEBABS



Picture sourced from taste.com.au

Time: **Approximately 10 minutes**

Ingredients	Serves		
	4	20	60
Bananas	2	10	30
Strawberries	1 punnet	5 punnets	15 punnets
Kiwi fruit	4	20	60
Mandarins	2	10	30
Low fat Greek yoghurt	220g	1100g	3300g
Bamboo skewers	8	40	120

Directions:

1. Children soak bamboo skewers for a few minutes to stop them from splintering
2. Children peel and educators cut each banana into equal amount of bite size pieces (approximately 8 if bananas are small)
3. Children wash the strawberries and educators cut the top off each once washed.
4. Educators peel each kiwi fruit and cut into 4 cubes
5. Children peel and separate mandarin segments
6. Educators help children thread fruit onto skewers. Serve with low fat Greek yoghurt

Recipe adapted from www.taste.com.au

TOMATO, SPINACH AND RICOTTA FRITTERS



Picture sourced from healthyfoodguide.com.au

Time: **45 minutes**

Ingredients	Serves		
	6	20	60
English spinach, trimmed	1 large bunch (350g)	4 large bunches	12 large bunches
Skim milk	½ cup	1 ½ cups	4 ½ cups
Eggs	2	6	18
Low-fat ricotta	250g	800g	2400g
Self-raising flour	1 cup	3 cups	9 cups
Cherry tomatoes chopped	½ cup	1 ½ cups	4 ½ cups
Basil	¼ cup	¾ cup	2 ¼ cups
Cooking spray	-	-	-

Directions:

1. Educator to place spinach into a large heatproof bowl, just cover with boiling water and set aside for 30 seconds. Plunge into a bowl of cold water. Drain well, squeeze out excess water and finely chop.
2. Educators help children to whisk together milk, eggs and ricotta in a large bowl. Gradually add flour and whisk until smooth. Stir in spinach, tomatoes and basil.
3. Educator sprays a large frying pan with oil and place over medium-high heat. Spoon 1/4 cup of mixture per fritter into the pan, 3 fritters at a time. Cook for 3 minutes each side, until golden and cooked through. Continue with remaining batter to make 12 fritters, spraying pan with more oil, if necessary.

Recipe adapted from www.healthyfoodguide.com.au

CORN AND ZUCCHINI FRITTERS



Picture sourced from taste.com.au

Time: **Approximately 20 minutes**

Ingredients	Serves		
	4	20	60
Corn kernels, drained	1 tin (310g)	5 tins	15 tins
Zucchini, grated	150g	750g	2.25kg
Eggs	2	10	30
Milk	85mls	425mls	1.2L
Wholemeal self-raising flour	1 cup	5 cups	15 cups
Ground cumin	½ tsp	2 ½ tsp	7 ½ tsp

Directions:

1. Educators help children whisk together the corn, zucchini, eggs and milk. Educators gradually pour in the sifted flour and cumin while the children stir, add a little bit salt and pepper.
2. Educators heat a little oil in a non-stick frying pan over medium heat. Using a tablespoon, place heaped spoonfuls of the mixture in the pan and cook in batches. Using a spatula, turn them once, until golden and cooked through. Drain on paper towel, cover and keep warm as you cook remaining fritters.
3. Try serving them with chopped tomato and avocado.

Recipe adapted from www.healthyfoodguide.com.au

CHICKEN AND SALAD MINI WRAPS



Picture sourced from taste.com.au

Time: **Approximately 20 minutes**

Ingredients	Serves		
	4	20	60
Wholegrain or wholemeal wraps	4	20	60
Avocado	1	5	15
Lemon juice	2 tsp	3 ½ tbsps	10 tbsps
Low fat egg mayonnaise	1 tbsp	5 tbsp	15 tbsp
Chicken (roasted, no skin)	200g	1 kg	3 kg
Carrot (peeled and grated)	1	5	15
Baby spinach	60g	300g	900g

Directions:

1. Educators cut avocado in half, remove seed and scoop inside into a bowl. Children mash avocado.
2. Educators help children add the lemon juice and mayonnaise to the avocado and stir to combine.
3. Educators wash and peel the carrot and help the children to grate it.
4. Children wash spinach and pat dry with paper towel.
5. Educators help children make their own wrap by placing 1 wrap on a flat surface, spread with avocado mixture. Top with chicken, carrot and spinach. Roll up wrap to enclose topping and cut into 3 pieces. Wraps can be secured with baking paper, string or something to make it easy for the kids to eat.

Recipe adapted from www.taste.com.au

MINI PIZZA



Picture sourced from tastebook.com

Time: **Approximately 35 minutes**

Ingredients	Serves		
	4	20	60
English muffins	2	10	30
Tomato paste (no added salt)	2 tbsp	10 tbsp	30 tbsp
Capsicum	½	2 ½	7 ½
Zucchini	1	5	15
Mushrooms	2	10	30
Tomato	1	5	15
Spring onion	2	10	30
Reduced fat cheese	¾ cup	3 ¾ cups	7 ½ cups

Directions:

1. Educators preheat oven to 180°C (200°C for non-fan forced).
2. Children wash all vegetables, except mushrooms - wipe them with a paper towel as they become soggy when wet.
3. Educators remove seeds from capsicum and dice. Also slice the mushrooms and zucchini and dice the tomato
5. Educators cut the root ends off the spring onions and thinly slice.
6. Split the muffins in half so you have 4 serves
7. Children spread tomato paste on the muffins and place on baking tray covered with baking paper.
8. Children top muffins with desired vegetables and then sprinkle cheese on top.
9. Educators place mini pizzas in oven for approximately 15–20 minutes.
10. Educators remove from the oven. Using an egg flip, place them on serving plates and serve.

Recipe adapted from www.taste.com.au

ALOHA RICE



Time: **Approximately 15 minutes**

Ingredients	Serves		
	4	20	60
Carrot	½	2 ½	7 ½
Celery stick	½	2 ½	7 ½
Capsicum	1	5	15
Spring onion	2	10	30
Pineapple rings in unsweetened juice	1 can	5 cans	15 cans
Reduced fat/ low salt ham	2 slices	10 slices	30 slices
Cooked rice	4 cups	20 cups	60 cups
Sweet corn kernels	4tbsp	20tbsp	60tbsp
Cracked black pepper- to season	-	-	-
Reduced fat salad dressing	2tbsp	10tbsp	2 cups

Directions:

1. Children wash the carrot, celery, capsicum and spring onion and pat dry.
2. Educators help children grate the carrot and put into a mixing bowl.
3. Educators slice the celery finely and add to the bowl.
4. Educators remove the seeds from the capsicum. Cut into small squares and add to the bowl.
5. Educators cut the root end off the spring onion. Slice finely and then add to the bowl. Cut the pineapple into small squares and add to the bowl.
7. Educators also slice the ham into small squares and add to the bowl. Children can add the cooked rice, sweet corn, pepper and dressing to the bowl
8. Using a spoon, children mix together thoroughly.
9. If not using at once, cover with cling wrap (or transfer to a storage container) and refrigerate until needed.

Recipe from www.healthykids.nsw.gov.au

VEGGIE FRITTATA



Picture sourced from taste.com.au

Time: **Approximately 45 minutes**

Ingredients	Serves		
	6	20	60
Vegetable oil	1 tsp	5 tsp	10tbsp
Onion	1	5	15
Sweet potato (peeled, thinly slice)	500g	2 ½kg	7 1/2 kg
Water	¼ cup	1 ¼ cup	3 ¾ cups
Sweet corn kernels	1 can (420g)	5 cans	15 cans
Broccoli	2 cups	10 cups	30 cups
Reduced fat cheddar cheese (grated)	60g	300g	900g
Eggs	6	20	60
Low fat milk	½ cup	2 ½ cups	7 ½ cups

Directions:

1. Educators preheat oven to 180°C and grease a 20cm square baking tin with oil.
2. Assist children to combine onion, sweet potato and water in a large bowl. Educator covers bowl with cling film and microwave on HIGH (100%) for 3 minutes.
3. Educator to add broccoli and microwave on HIGH (100%) for a further 2 minutes.
4. Educator to layer baking tin with half the sweet potato and top with corn, broccoli, onion and remaining sweet potato.
5. Children can whisk eggs and milk, and pour over vegetables, top with cheese and bake for 30 minutes or until frittata is firm in the centre.

Recipe from www.gofor2and5.com.au

Music

Water, water, water

This song is intended to encourage children to choose water as a drink. It is a good song to play at morning or afternoon tea or at group time. Some simple actions could be included such as children mimicking turning on a tap, pouring from a cup and sipping from a bottle.

This song is number 4 on the Munch and Move CD 'Songs to sing and groove to'

Key Message: Choose water as a drink

If you're feeling thirsty and you need a drink
Take the time to stop and think
Choose water 'cause it's good for you
That is all you have to do

CHORUS

*Water, water, water, water
Drink it up
Turn on the tap, pour it in a cup
Sip it from a drink bottle too
Water is so good for you*

Water is refreshing and it tastes great too
It is the best choice for you
Water helps you to run and play
So you can have a happy day

CHORUS

If you're feeling thirsty and you need a drink
Take the time to stop and think
Choose water 'cause it's good for you
That is all you have to do

Repeat CHORUS x 2



Fruity Treat

This song reinforces the message that fruit tastes delicious and that it is good for you. Children could perform body percussion to this song by simply tapping their knees for the first verse, pretending to peel fruit for the second verse and pretending to cut fruit into slices for the third verse. Alternatively children could eat fruit whilst this song is played at morning tea or lunch time.

This song is number 7 on the Munch and Move CD 'Songs to sing and groove to'

Key Message: Eat more fruit and vegetables

I love eating fruit - it's as tasty as can be
Oranges, apples, bananas too
Oh they are so good for you
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat

I love peeling fruit - it's as easy as can be
Peel a banana or a mandarin
Then eat the fruit inside the skin
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat

I love eating fruit that is cut into a slice
Apples, watermelon, rockmelon too
I'll have a slice of fruit with you
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat

Child spoken

Strawberries, kiwifruit, blueberries, pineapples
grapes, mangoes, peaches and plums
I love eating fruit!



My Lunchbox

This song will encourage children to enjoy having healthy food in their lunchbox. It provides ideas of healthy food they could have for lunch and snacks and teaches them that healthy food will help them to grow.

This song is number 8 on the Munch and Move CD 'Songs to sing and groove to'

**Key Messages: Eat fewer snacks and select healthier snack alternatives
Eat more fruit and vegetables**

CHORUS

*My lunchbox, my lunchbox
What would I like in my (clap) lunchbox?
Healthy food that will help me to play
I would like healthy food today*

A tasty sandwich with salad and cheese)
Yoghurt and fruit – “Oh yes please!”) echo each line
Just what I love to eat for lunch)
Healthy food is what I love to munch)

CHORUS

A tuna sandwich and a plum)
Vegetable sticks – “Oh yum yum!”) echo each line
Healthy food that will help me to grow)
Healthy food is the way to go)

CHORUS x 2

I love healthy food in my lunchbox “THANKS” (children’s voice)



Super Me!

This is an action song incorporating the locomotor skills of hopping, running, leaping and jumping. The additional intention of this song is to encourage children to eat vegetables.

This song is number 10 on the Munch and Move CD 'Songs to sing and groove to'

**Key Messages: Eat more fruit and vegetables
Get active each day**

Super Me

I ate my carrots for tea
Now I have extra energy
To hop on one leg
Hop really high
Hop, hop, hop, hop
Hop to the sky

Super Me

I ate my broccoli for tea
Now I have extra energy
To run really fast
Run all around
Run, run, run, run
Run on the ground

Super Me

I ate my corn for tea
Now I have extra energy
To leap like a lion
Stretch out long
Leap, leap, leap, leap
Leap to this song

Super Me

I ate my vegetables for tea
Now I have extra energy
To jump up and down
Jump on the spot
Jump, jump, jump, jump
Jump 'til I'm hot
SUPER ME!



Where We Go Shopping

This song focuses on children going to the supermarket to do the grocery shopping with their family. The theme is grouping foods into 'families' with a focus on dairy, fruit and vegetables. Teachers could set the classroom up like a supermarket and children could pretend they are having a shopping experience. During the chorus of this song children could walk from one table to the next as if they are walking around the supermarket. During the verses, children stand in front of the appropriate table and either look at the foods being sung about or they could put these foods into their shopping basket.

This song is number 11 on the Munch and Move CD 'Songs to sing and groove to'

Key Messages: Eat fewer snacks and select healthier snack alternatives

Eat more fruit and vegetables

Where we go shopping

I like to shop with my family
There are so many things for us to see
The food is grouped into families
Where we go shopping

The dairy family live
Where it is nice and cold - in the fridge
There is cheese, milk and yoghurt too
Dairy food is good for you

CHORUS

*I like to shop with my family
There are so many things for us to see
The food is grouped into families
Where we go shopping*
The fruit family are sweet
Their colours and shapes are so neat
Some are big and some are small
I love to eat them all - yum, yum

CHORUS

The vegetable family are great to see
I'll buy some to eat for lunch and tea
Some are long and some are round
Lots of vegetables grow in the ground



Picnic Day

The intention of this song is to take children on an experience of a picnic day. This song gives children ideas about what food, drinks and items they could take to a picnic.

This song is number 13 on the Munch and Move CD 'Songs to sing and groove to'

Key Messages: Choose water as a drink
Select healthy snack foods
Get active each day

Today is a picnic day
Hooray for a picnic day
Today we can eat and play
We'll have fun together

I'll pack some healthy food
I'll pack some water too
My sunscreen and hat
My ball and my bat

Let's drive to the picnic now
With my friends and family – wow!
Let's go to the park
Where we can play and laugh (ha ha)

I'll kick a ball to you
I'll bounce and catch it too
I'll run around a tree
With friends and family

Let's eat a yummy lunch
With fruit for us to munch
Let's eat a sandwich too
And drink some water - it's good for you!

I'll go for a walk
Where we can laugh and talk
And I'll play with my friends
Until the day ends

Today is a picnic day
Hooray for a picnic day
Today we ate and played
We had fun together

We had fun together.

Appendix 1- Lunch Box template



Appendix 2 – Food Picture Cut-outs

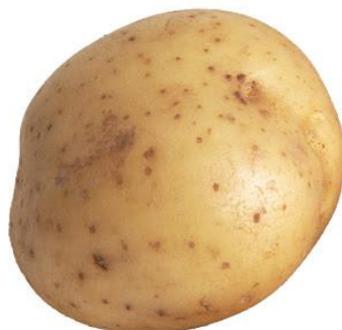
Tomato



Zucchini



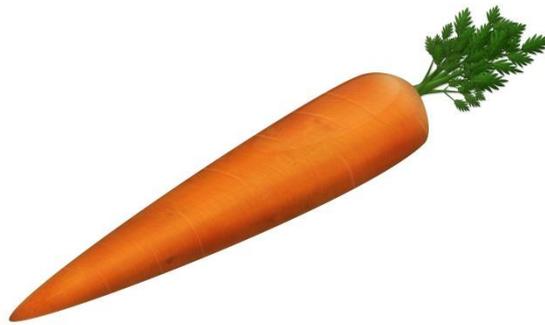
Potato



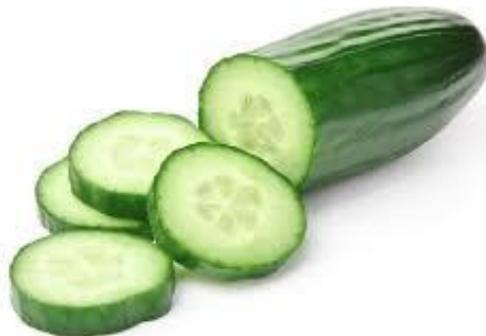
Lettuce



Carrot



Cucumber



Pumpkin



Capsicum



Peach



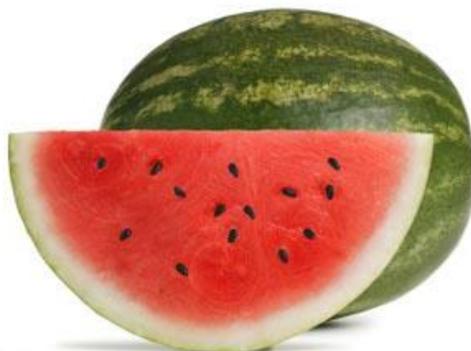
Mandarin



Pear



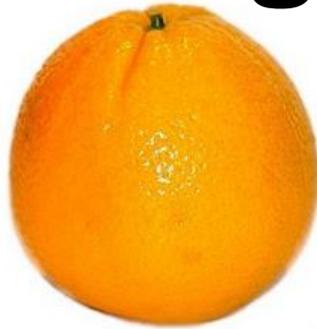
Watermelon



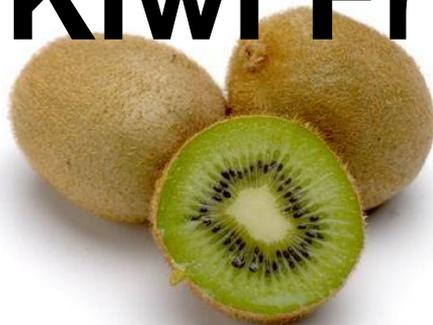
Apple



Orange



Kiwi Fruit



Banana



Sultanas



Sandwich



Pikelets



Rice cake



Cheese + Biscuits



Grapes



Mango



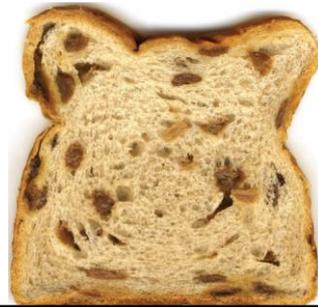
Hummus



Pineapple



Raisin Bread



Baked Beans



Salad



Fried rice



Yoghurt



Roll



Broccoli



Corn

