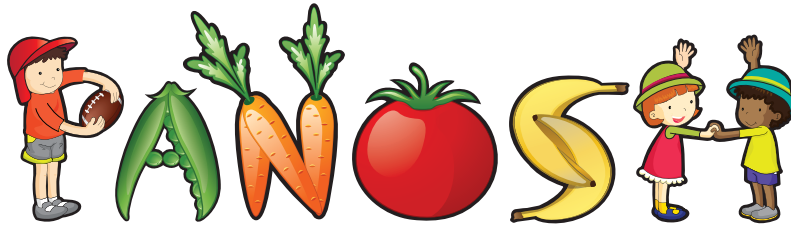


Physical Activity
& Nutrition
Outside School Hours



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- Helping Hands Network
- Jabiru Community Children’s Services
- Nutrition Australia (Qld)
- Qld Police-Citizens Youth Welfare Association (PCYC)
- P&C’s Qld (formerly Queensland Council of Parents and Citizen’s Association – QCPCA)
- Queensland Health
- Queensland Lutheran Early Childhood Services
- Young Men’s Christian Association (YMCA)
- Queensland Children’s Activities Network (QCAN)

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- YMCA Springfield Lakes OSHC
- Helping Hands Norman Park OSHC
- PCYC Ipswich
- Jabiru Kids Boondall
- Living Faith OSHC
- YMCA Camira

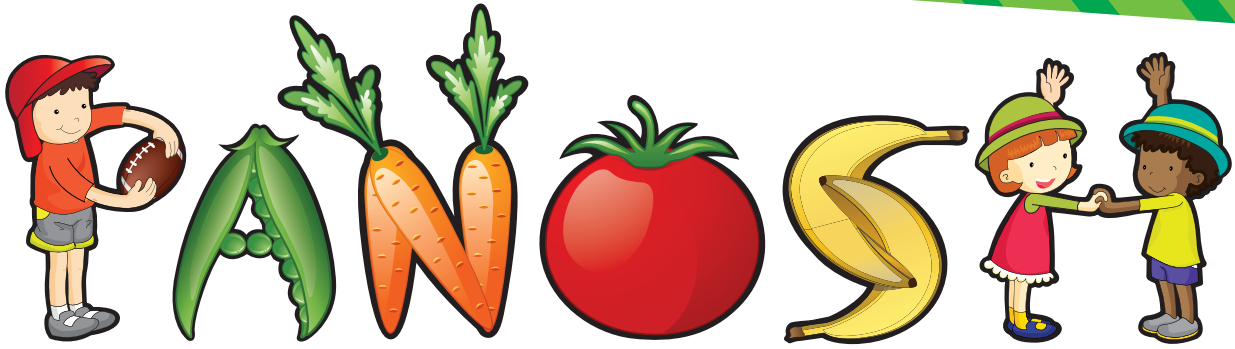
Special thanks to Nutrition and Dietetics students from the University of Sunshine Coast who completed their Student Project for 2012 by doing field research on menu planning and development, as part of their student placement with Queensland Health.



**Queensland
Government**



A joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health



Physical Activity & Nutrition Outside School Hours

Nutrition Section 1

Food and Nutrition Policy

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Food and Nutrition Policy

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PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

QCAN would like to acknowledge the contribution of Nutrition Australia Qld to this revision of the PANOSH resources

Why we need policies

Policies are essential in ensuring consistency of care and practices within OSHC. They help to guide the actions of everyone involved in the service and also provide a record of accountability. This helps to protect all stakeholders (families, children, educators and management) as well as allowing for clear communication and transparent decision making.

Policies also provide stakeholders with clear information and guidelines about what to expect from their service. Clearly articulated and up-to-date written policies support educators in understanding their role, daily practices within the service and the reasoning behind these practices.

Developing and reviewing policies

Developing a Food and Nutrition policy is about creating an environment that promotes healthy food choices as well as increasing the variety and availability of healthy foods and drinks in OSHC, thereby limiting the availability of less healthy options.

Each service needs their own policy and procedures, developed and reviewed in consultation with families, educators and children. A good policy will be:

- Consistent with the *Education and Care Services National Law Act (2010)*, the *Education and Care Services National Regulations (2011)* and the *National Quality Standards, 'My Time, Our Place' Framework for School Age Care and the Australian Dietary Guidelines*;
- Based on information from recognised authorities;
- Developed and reviewed regularly by the approved provider in consultation with relevant stakeholders such as families, children, management and educators. A regular schedule of policy review should be developed and implemented;
- Specific to each service, ensuring quality and consistency in educator practices;
- Promoted through inclusion in the Family Handbook and other service information;

OSHC services provide a unique opportunity for encouraging and reinforcing healthy eating habits, in a positive, social and relaxed environment, while contributing to the nutritional intake of children. Involving children in menu planning and food preparation teaches valuable life skills and knowledge about food, nutrition and healthy eating practices.

What to include in a food and nutrition policy

The content of a Food and Nutrition policy needs to address relevant standards (National Quality Standards and Dietary Guidelines), align with the philosophy and goals of the service and include implementation practices and procedures. Content can be considered under headings such as:

- Recommended food provided by the service or family;
- Healthy and varied food choices;
- Creating a positive eating environment;
- Involving children in menu planning and food preparation;
- Cultural competence; and
- Communicating with families.

The following pages provide guidance and suggestions for what to include in a food and nutrition policy. Links to the Education and Care Services National Regulations (2011), National Quality Standards and Elements are shown in the first column, points and issues to consider when developing the policy are provided in the second column and the third column lists practices and procedures that may be implemented as part of the policy.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – Each child’s health is promoted. Element 2.1.1 – Each child’s health needs are supported.</p> <p>Standard 2.2 – Healthy eating and physical activity are embedded in the program for children. Element 2.2.1 – Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – Respectful and supportive relationships with families are developed and maintained. Element 6.1.3 – Current information about the service is available to families.</p>	<p><u>Recommended Food</u></p> <p>What food is recommended by recognised nutrition authorities?</p> <p>The National Health and Medical Research Council (NHMRC) <i>Australian Dietary Guidelines</i> provide recommendations for healthy eating that are realistic, practical and most importantly based on the best available scientific evidence.</p> <p>The ‘Smart Choices – Healthy Food and Drink Supply Strategy for Queensland Schools reflects on the Australian Dietary Guidelines. The ‘Smart Choices – Food and Drink Selector’ can assist with making selections on food and drinks to be supplied in schools.</p>	<ul style="list-style-type: none"> NHMRC Australian Dietary Guidelines incorporating the Australian Guide to Healthy Eating is used as a resource when developing menus, program activities and information materials. PANOSH - Physical Activity and Nutrition in Outside School Hours Care is used as a resource when developing menus, program activities and information materials. The ‘Smart Choices – Food and Drink Selector’ may be referred to when developing menus, program activities and information materials (Education Queensland, 2007).
<p>Education and Care Services National Regulation (2011)</p> <p>Part 4.2 Children’s Health and Safety</p> <p>78 Food and beverages (1) The approved provider of an education and care service must ensure that children being educated and cared for by the service – (a) have access to safe drinking water at all times; and</p>	<p><u>Provision of healthy and varied food choices</u></p> <p>How will the service promote balanced and healthy eating: what, when and how much food and drink?</p> <p>By following Australian Dietary Guidelines, service menus should include a wide variety of nutritious foods from these five food groups everyday:</p>	<ul style="list-style-type: none"> Menus are planned using a valid and reliable checklist (see PANOSH resource) to ensure there is a variety of food across the five food groups. The ‘Smart Choices – Food and Drink Selector’ may be followed when developing menus, program activities and information materials. A variety of foods from the five food groups is included in the weekly menu, as opposed to pre-packaged or prepared foods.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

(b) are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.

(These same regulations further apply to the nominated supervisor.)

79 Service providing food and beverages

(1) The approved provider of an education and care service that provides food and beverage to children being educated and cared for by the service must ensure that-

(a) The food or beverage provided is nutritious and adequate in quantity; and

(b) The food or beverage provided is chosen having regard to the dietary requirements of individual children taking into account-

- (i) Each child's growth and development needs; and
- (ii) Any specific cultural, religious or health requirements

(These same regulations further apply to the nominated supervisor.)

80 Weekly menu

(1) The approved provider of an education and care service that provides food and beverages (other than water) to children being educated and cared for by the service must ensure that a weekly menu-
(a) is displayed at a place at the education and care service premises accessible to parents of children being educated and care for by the

CONSIDERATIONS

- plenty of vegetables, including different types and colours and legumes/beans; fruit;
- grain (cereal) foods, mostly wholegrain, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley;
- lean meat and poultry fish, eggs, nuts and seeds and legumes/beans;
- milk, yoghurt, cheese and/or their alternatives, mostly reduced fat.

Limit foods and drinks containing saturated and trans fats:

- Include small amounts of foods that contain unsaturated fats.

Limit foods and drinks containing added salt:

- Read food labels to choose lower sodium options among similar foods.
- Do not add salt to foods.

Limit foods and drinks containing added sugars:

- In particular, limit sugar-sweetened drinks.

Use water and milk as a drink. Drinking water should be readily accessible and regularly offered throughout the day.

Other things to consider:

- Provide variety within each food group e.g. provide milk one day and yoghurt the next;
- Use reduced fat varieties, when possible;
- Choosing vegetables and fruit in season and food preparation methods that suit the season.

PRACTICES & PROCEDURES

- A variety of fresh, tinned or frozen vegetables and fruit is provided as part of the afternoon tea routine.
- Posters relating to healthy eating are on display for children and families.
- Children are involved in the menu planning process which allows opportunities for supporting children to take responsibility for their own health and wellbeing (Australian Government, 2010)
- The service menu is on display for educators, children and families and kept as a record of food provided.
- Drinking water including clean, safe tap water, is readily accessible and regularly offered.
- Resources and equipment relating to healthy eating (eg home corner food and/or games) are provided for the children as part of the program.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>service; and</p> <p>(b) accurately describes the food and beverages to be provided by the service each day.</p> <p>(These same regulations further apply to the nominated supervisor.)</p> <p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – Each child’s health is promoted.</p> <p>Element 2.1.1 – Each child’s health needs are supported.</p> <p>Standard 2.2 - Healthy eating and physical activity are embedded in the program for children.</p> <p>Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – Respectful and supportive relationships with families are developed and maintained.</p> <p>Element 6.1.2 – Families have opportunities to be involved in the service and contribute to service decisions.</p> <p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about childrearing are respected.</p> <p>Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</p>	<p>Collaborate with families and children when deciding on the service menu. Menus should be on display for families as per the <i>Education and Care Services National Regulation (2011)</i>.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – <i>Each child’s health is promoted.</i></p> <p>Element 2.1.1 – Each child’s health needs are supported.</p> <p>Standard 2.2 - <i>Healthy eating and physical activity are embedded in the program for children.</i></p> <p>Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>Standard 2.3 – <i>Each child is protected.</i></p> <p>Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazards likely to cause injury.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – <i>Respectful and supportive relationships with families are developed and maintained.</i></p> <p>Element 6.1.1 – There is an effective enrolment and orientation process for families.</p>	<p>How will the needs of children with special dietary requirements be met?</p> <p>If a child has special food needs (for example food allergies or cultural requirements) the service should work with parents to develop a plan to meet the child’s needs. Parents should be encouraged to keep the service informed of any changes to these needs.</p> <p>Information is requested through the enrolment process for children who require special diets for health, medical or cultural reasons.</p> <p>Special diets for cultural reasons will be discussed and negotiated with families.</p> <p>Parents may be requested to provide food for their child if the service is unable to cater to their specific need.</p> <p>It is important for services to provide a menu that addresses the needs of children with special dietary requirements in an inclusive manner without compromising the nutritional intake of other children.</p> <p>Children with food allergies, especially those with anaphylactic reactions, are easily identified by all OSHC team members.</p>	<ul style="list-style-type: none"> Information is gathered through the service enrolment process relating to children’s dietary requirements. Individual management plans are developed and reviewed, in consultation with families and medical professionals, for children with specific health/medical needs. Educators are informed of individual children’s health/medical needs through regular team meetings and/or staff communication book. Educators ensure children with allergies are not exposed to food they are allergic to during all activities, including meal times, cooking and craft. Through face-to-face conversations, the nominated supervisor, certified supervisors and educators consult with, and provide feedback and information to families regarding their child’s specific dietary need and/or intake. In consultation with the service, families of children with specific dietary needs may be requested to provide food for their child, if the service is not able to reasonably meet their need.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about childrearing are respected.</p> <p>Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p>	<p>The implementation of food bans or attempts to prohibit the entry of particular food substances into schools and OSHC services is not supported by Education Queensland, Queensland Health and the Australasian Society of Clinical Immunology and Allergy. Claims that services are 'nut free' are not recommended as this is impossible to guarantee.</p>	
<p>QA 2 – Children's Health and Safety</p> <p>Standard 2.2 - <i>Healthy eating and physical activity are embedded in the program for children.</i></p> <p>Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – <i>Respectful and supportive relationships with families are developed and maintained.</i></p> <p>Element 6.1.1 – There is an effective enrolment and orientation process for families.</p> <p>Element 6.1.3 – Current information about the service is available to families.</p>	<p>How will families know what food to provide for their child?</p> <p>Ensure information is accessible to families relevant to:</p> <ul style="list-style-type: none"> • The service menu; • When they may need to provide food for their child (i.e. vacation care or any special dietary needs that the service is unable to cater for); • Dietary needs of children and adolescents; • Healthy lunch box suggestions. • The capacity for the service to store food that requires refrigeration. 	<ul style="list-style-type: none"> • The Service Food and Nutrition Policy is available for families on enrolment. • The Family Handbook contains information relating to food provided by the Service. • The service's newsletter has information for families regarding the promotion of healthy eating such as what to include in their child's vacation care lunch box. • Information on health and nutrition issues is accessible and promoted to families e.g. available at the sign in area. • A list of where parents can go for further reliable and accurate nutritional information and advice is also made available to families.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 1 – Educational program and practice

Standard 1.1 – *An approved learning framework informs the development of a curriculum that enhances each child's learning and development.*

Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child's learning.

QA 2 – Children's Health and Safety

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

Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.

QA 3 – Physical environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

Element 3.1.1 – Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.

Element 3.1.3 – Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.

CONSIDERATIONS

The eating environment

How will the service create an eating environment that is positive, relaxed and enjoyable?

Mealtimes can be an enjoyable time for socialising and learning. Strategies that services can use to promote positive mealtime experiences include:

- providing children with an interesting variety of food and allowing them choice in what they eat;
- allowing children plenty of time to eat and socialise with educators and other children;
- include children in meal time routines and customs that are reflective of diverse cultures; and
- supporting and encouraging children to help with preparation of the eating area, assisting with serving of food and/or drinks and tidying up after the meal.

PRACTICES & PROCEDURES

- Children are encouraged to be involved in the set-up and preparation of the eating area by ensuring the area is clean and rubbish bins are available for scraps.
- Educators encourage children to be aware of effective hand hygiene at mealtimes through the provision of soap, water, single use towels and/or hand rubs.
- Educators' role model healthy eating practices for the children.
- Children are encouraged to assist with the serving of food and drinks using tongs and/or gloves, as per the service food handling procedures.
- To foster independence, children are encouraged to serve themselves, using appropriate food handling utensils or equipment.
- Educators provide guidance on the appropriate portions of food.
- Educators encourage a variety of healthy foods and are considerate not to force children to take food they don't like.
- A wide variety of foods is offered including alternative selections such as different types of breads, cheeses, fruits and vegetables.
- Children are encouraged to try new foods in a positive manner, without being forced or pressured to eat.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Element 5.1.1 – Interactions with each child are warm, responsive and build trusting relationships.</p> <p>Element 5.1.2 – Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.</p>		<ul style="list-style-type: none"> • To encourage social interactions and positive discussions about food, educators sit with the children during meal times. • To assist with the development and enhancement of life skills, children are encouraged to help with food preparation and cleaning up of eating equipment and utensils. • To ensure safety, educators encourage children to be seated while eating and drinking.
<p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Standard 1.2 – Educators and Co-ordinators are focused, active and reflective in designing and delivering the program to each child.</p> <p>Element 1.2.2 – Educators respond to children's ideas and play and use intentional teaching to scaffold and</p>	<p><u><i>Involving children</i></u></p> <p>How will the service involve the children in learning about food and nutrition?</p> <p>Involving children in food experiences is an ideal time for discussions relating to food preferences and healthy eating choices. This builds children's capacity to become responsible for their own health and wellbeing.</p> <p>Food experiences and activities provided as part of the service program support children in learning valuable life skills relating to nutrition and healthy eating practices, food preparation and hygiene.</p> <p>Collaborating with children on the service menu can provide them with learning opportunities</p>	<ul style="list-style-type: none"> • Food experiences and activities are used as opportunities for children to develop an understanding of the diversity of culture, heritage, background and tradition. • Educators engage in conversations with children discussing food, nutrition and healthy lifestyle choices. • Educators create opportunities for discussions with the children around the difference between everyday and sometimes foods. • Educators collaborate with children on the service menu to provide a variety of healthy and nutritious choices.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 2 – Children’s Health and Safety

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

Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.

QA 3 – Physical environment

Standard 3.2 – *The environment is inclusive, promotes competence, independent exploration and learning through play.*

Element 3.2.2 – Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

Standard 3.3 – *The service takes an active role in caring for its environment and contributes to a sustainable future.*

Element 3.3.1 – Sustainable practices are embedded in service operations

QA 5 – Relationships with children

Standard 5.1 – *Respectful and equitable relationships are developed and maintained with each child.*

Element 5.1.2 – Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

CONSIDERATIONS

about other cultures; different types of foods available and balanced and healthy eating.

Through creating supportive environments such as edible gardens, children have opportunities to care for and learn from the land. This contributes to children’s understanding and awareness of sustainability.

PRACTICES & PROCEDURES

- Cooking utensils and equipment provide children with opportunities to manipulate and manage them, allowing for increasing competence, skill and awareness.
- Environments are designed to provide opportunities for children to care for and learn from the land.
- Educators and children implement food waste recycling strategies such as composting and/or worm farms to compliment gardening.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – <i>An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</i></p> <p>Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program</p> <p>QA 2 – Children's Health and Safety</p> <p>Standard 2.2 - <i>Healthy eating and physical activity are embedded in the program for children.</i></p> <p>Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – <i>Respectful and supportive relationships with families are developed and maintained.</i></p> <p>Element 6.1.2 – Families have opportunities to be involved in the service and contribute to service decisions</p> <p>Standard 6.2 – <i>Families are supported in their parenting role and their values and beliefs about childrearing are respected.</i></p> <p>Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p>	<p><u>Diverse food experiences</u></p> <p>How will your service address social, cultural and family issues concerning food?</p> <p>Get to know your community and its cultures – the children, families, staff members and the wider community.</p> <p>Families with diverse backgrounds can be invited to introduce children to their cultural ways, including the foods commonly eaten.</p> <p>Food from different cultures can be routinely included in the service menu with children being involved in the preparation of these foods. They can use a variety of ingredients and diverse utensils and eat foods in different environments.</p>	<ul style="list-style-type: none"> • Food experiences and activities are used as opportunities for children to develop an understanding of the diversity of culture, heritage, background and tradition. • Families/community members are invited to participate in food activities where they can share aspects of their own cultures. • Foods from a variety of different cultures are incorporated into the service menu. • The service menu incorporates different methods of eating foods relevant to specific cultures (e.g. chopsticks for Asian food).

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 2 – Children’s Health and Safety

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

Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.

QA 6 – Collaborative partnerships with families and communities

Standard 6.1 – *Respectful and supportive relationships with families are developed and maintained.*

Element 6.1.1 – There is an effective enrolment and orientation process for families

Element 6.1.2 – Families have opportunities to be involved in the service and contribute to service decisions

Element 6.1.3 – Current information about the service is available to families

Standard 6.2 – *Families are supported in their parenting role and their values and beliefs about childrearing are respected.*

Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.

CONSIDERATIONS

Communication with families

How will your service communicate with families regarding food and nutrition issues?

Communication is a two way process and can involve sharing of information in different ways.

The Food and Nutrition Policy is a good place to start in providing information to families. Discussion on food issues is often made easier when there is a policy that has been developed in collaboration with families and widely circulated.

Information can be shared with families through the service enrolment process, Family Handbook, verbal discussions, feedback, suggestions, pamphlets and/or brochures.

Communication with families can be about:

- planning the menu;
- developing a policy;
- general nutrition information;
- special dietary needs;
- vacation care lunchbox ideas.

PRACTICES & PROCEDURES

- The service’s Food and Nutrition Policy is available for families on enrolment.
- The Family Handbook contains information relating to food provided by the Service.
- Information is gathered through the service enrolment process relating to children’s dietary requirements.
- Through face-to-face conversations, the Co-ordinator and educators consult with, and provide feedback and information to families regarding their child’s specific dietary need and/or intake.
- Individual management plans are developed and reviewed, in consultation with families and medical professionals, for children with specific health/medical needs.
- The service’s newsletter has information for families regarding the promotion of healthy eating such as what to include in their child’s vacation care lunch box.
- Information on nutrition and healthy eating practices is accessible and promoted to parents eg available at the sign in area or on a noticeboard.
- Posters relating to healthy eating are on display for children and families.
- Families are referred to experts when seeking advice or information on specific nutritional and/or allergy related issues.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 4 – Staffing arrangements</p> <p>Standard 4.2 – Educators, Co-ordinators and staff members are respectful and ethical. Element 4.2.1 – Professional standards guide practice, interactions and relationships. Element 4.2.2 – Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.2 – There is a commitment to continuous improvement. Element 7.2.2 – The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.</p>	<p><u>Professional development</u></p> <p>How will you ensure educators are aware of food and nutrition issues in OSHC?</p> <p>Provision in the service budget should be made for the inclusion of professional development relating to nutrition, food handling, storage, allergies and intolerances.</p> <p>Appropriately qualified experts are contacted for further information on nutrition and allergy related issues (e.g. Nutrition Australia Qld http://www.naql.org or Australian Society of Clinical Immunology and Allergy (ASCIA) www.allergy.org.au).</p>	<ul style="list-style-type: none"> • Educators are trained in first aid, asthma and anaphylaxis management. • Information is contained in the Educator handbook on the service's policies and procedures relating to food, nutrition and health. • Discussions relating to food and nutrition issues are a regular agenda item at team meetings. • Educators having access to information relating to food handling and storage requirements. • Parents are referred to recognised experts when seeking advice on nutrition or allergies • Professional development and learning opportunities are promoted to all educators.
<p>QA 2 – Children's Health and Safety</p> <p>Standard 2.2 - Healthy eating and physical activity are embedded in the program for children. Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p>	<p><u>Other issues</u></p> <p>Are there any other issues that are important for your service and your own particular situation?</p> <p>For example, ensuring the service has a supply of nutritious food that can be used in an</p>	<ul style="list-style-type: none"> • Service newsletter has information for families regarding what to include in their child's vacation care lunch box. • Discussions relating to food and nutrition issues are a regular agenda item at team meetings.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Element 5.1.3 – Each child is supported to feel secure, confident and included.</p>	<p>'emergency', such as when children don't have enough lunch at vacation care.</p> <p>Children who present as particularly 'fussy' eaters.</p> <p>Special occasions and celebrations.</p> <p>Food is not to be used as a reward, denied as punishment or used to comfort children.</p>	<ul style="list-style-type: none"> • Through face-to-face conversations, the nominated supervisor, certified supervisors and educators consult with, and provide feedback and information to families regarding their child's specific dietary need and/or intake • Educators support children to try new foods through providing a safe and secure environment and through building trusting and responsive relationships • Special occasions are recognised and celebrated with limited use of 'sometimes foods'. Healthy eating is promoted at celebrations by using nutritious foods prepared and presented in special ways. • Parents are provided with information about where to seek professional advice if their child is a particularly fussy eater.

Supporting Healthy Eating Habits At OSHC

In school age care, children take responsibility for their health, hygiene and personal care and become increasingly aware of their own and others safety. Good nutrition is essential to healthy living and enables children to be active participants in play and leisure. School age care settings provide opportunities for children to experience a range of healthy foods and to learn about food choices from educators and other children. (Australian Government, 2010)

Developing healthy eating habits and attitudes is important for children's long-term nutritional health and wellbeing. Outside School Hours Care services play an important part in addressing the nutritional needs of children through offering healthy menus, cooking and other food related activities (e.g. edible gardening activities) and providing meal and snack times that are relaxed, positive social experiences that contribute to good nutritional outcomes for children.

Healthy eating habits are vital for good health. The eating habits of children develop early in life and usually last a lifetime, so it is very important that they learn about healthy eating and how to make healthy food choices when they are young. By the time a child starts school many eating habits have already been established therefore reinforcing positive eating habits at OSHC is important (National Childcare Accreditation Council, 2005).

Outside School Hours Care services provide an opportunity to encourage and reinforce healthy eating habits through the provision of breakfast and/or afternoon tea and sometimes lunch during vacation care and on pupil free days. Children have opportunities to engage in practical skills and knowledge about food and nutrition through involvement in menu planning and activities involving food preparation. These experiences contribute significantly to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners, and effectiveness as communicators (Australian Government, 2010).

Educators play an important role in supporting children to develop a healthy and positive attitude toward good food choices. This is achieved through strategies such as:

- Collaborating with children in creating a healthy menu.
- Creating opportunities at meal/snack times to talk with children about healthy food and other properties of food e.g. taste, smell, texture, where it comes from etc.
- Supporting the development of children's cultural competence through opportunities to experience a variety of foods and mealtime routines.
- Educators' role modeling healthy eating practices.
- Creating mealtimes that are positive, relaxed social experiences through continuity and transitions.
- Allowing children to exercise their independence and make some choices during meal/snack times by deciding what and how much they will eat from the food offered.
- Valuing learning through play as an opportunity for children to explore healthy food choices in experiences such as cooking.
- Evaluating and reflecting on the promotion of healthy eating within the service's program.

Every meal and snack is an important component of a child's total dietary intake. Including foods from across the five food groups within the one meal or snack will ensure children eat a wide variety of foods and hence more likely to meet their nutrient requirements.

The Australian Dietary Guidelines incorporating the Australian Guide to Healthy Eating focuses on the development of healthy eating habits from late infancy throughout childhood and adolescence. These guidelines will assist education and care services for children to ensure they are providing a nutritionally balanced menu.

Guideline 1:

Eat a wide variety of nutritious foods from these five groups every day:

Foods come in all shapes and sizes and may be of animal or plant origin. There are many different ways to combine these nutrient-dense foods to produce nutritious dietary patterns that suit cultural, economic, social and culinary preferences, as well as delivering health benefits.. Whichever style of eating we choose, we need to choose foods with care so we obtain all the nutrients we need whilst enjoying the experience of our diverse food supply.

- Plenty of vegetables, including different types and colours, and legumes/beans
- Fruit

These foods are nutrient dense, relatively low in energy (kilojoules) and are good sources of mineral and vitamins (such as magnesium, vitamin C and folate, dietary fibre and a range of photochemical including carotenoids). They have a special role to play in our diet as they are 'protective foods'. The word Legumes also includes lentils, beans and peas.

- Grain (cereal) foods, mostly wholegrain, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley

Key nutrients in wholegrain foods include carbohydrate (starch), protein, dietary fibre, B group vitamins, vitamin E, iron, zinc, magnesium and phosphorus. They range from highly nutrient-dense wholegrain breads and grain (cereal) foods such as oats, to lower-nutrient dense white rice, white bread, pasta and noodles. Excluded are refined grain (cereal) food products with high levels of added sugar, fat and/or salt/sodium, such as cakes.

- Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans

These foods have traditionally been seen as 'protein-rich', but they also provide a wide variety of other nutrients including iodine, iron, zinc, vitamins, especially B12, and essential fatty acids including long chain omega-3 fatty acids. Processed and cured meats can be high in added salt and saturated fat and are not recommended as substitutes for unprocessed meat. Lean meats, trimmed of fat, are the best choices. Some plant foods also contain iron but it is in a different form and is less well absorbed.

- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced fat milks are not suitable for children under the age of 2 years).

Milk, cheese and yoghurt are a good source of many nutrients, including calcium, protein, iodine, vitamin A, vitamin D, riboflavin, vitamin B12 and zinc. Alternatives to milk, cheese and yoghurt include calcium-enriched legume/bean milk products such as calcium enriched soy drinks. It is recommended that reduced fat varieties should be chosen on most occasions. Cheese can be added for variety however some soft white cheeses like cottage cheese, have very little calcium.

- And drink water

Water is essential for life. We need it to absorb nutrients from food, transport them around the body and flush away our waste products. Children should be encouraged to quench their thirst with water, in preference to sugary drinks. Alcohol is not recommended for children.

Guideline 2:

Limit intake of foods and drinks containing saturated and trans fats, added salt, added sugars and alcohol.

a. Limit intake of foods and drinks containing saturated and trans fats

- Include small amounts of foods that contain unsaturated fats
- Low-fat diets are not suitable for infants

We all need some fats in our diet however we need to be moderate in our overall intake of fat to help control our body weight. Eating small amounts of monounsaturated or polyunsaturated vegetable oils, margarines, salad dressings, nuts, avocados and seeds will ensure you get the essential fatty acids and vitamins our bodies need.

b. Limit intake of foods and drinks containing added salt

- Read labels to choose lower sodium options among similar foods
- Do not add salt to foods

Choose foods low in salt – most of the salt we eat today is already present in the foods we buy and in addition, many people also add extra salt at the table. Introducing children to a diet lower in salt may prevent a lifelong preference developing and give them a much wider variety of tastes to enjoy.

c. Limit intake of foods and drinks containing added sugars. In particular, limit sugar-sweetened drinks.

A moderate amount of sugar naturally occurring in foods such as fruit, vegetables and dairy products is not a problem however, an excessive intake of foods and drinks with added sugar as a sweetener, flavor enhancer or preservative is an issue. Sugar has no essential nutrients and is high in kilojoules. Sugar-sweetened drinks (fruit juice drinks, soft drinks, flavoured mineral waters and sports drinks) are a major source of added sugar. Sugars are a major factor in dental caries and diets high in added sugars are also associated with some adverse health outcomes.

d. If you choose to drink alcohol, limit intake. (not recommended for children)

Guideline 3:

To achieve and maintain a healthy weight you should be physically active and choose amounts of nutritious food and drinks to meet your energy needs.

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.
- Older people should eat nutritious foods and keep physically active to help maintain muscle strength and a healthy weight.

Children grow very rapidly and have high energy requirements to maintain a healthy body weight for their height. It is important to avoid the extremes of obesity or underweight by encouraging a healthy diet and regular physical activity.

Guideline 4:

Encourage and support breastfeeding

Guideline 5:

Care for your food; prepare and store it safely

The germs that can contaminate food are bacteria and viruses and the effects of eating contaminated food vary widely. Care must be taken to ensure food does not become contaminated with harmful bacteria and unsafe to eat. Correct handling and storage of foods will limit the chance of becoming sick from eating unsafe food.

The Australian Guide to Healthy Eating is a practical, pictorial guide that encourages consumption of a wide variety of foods from the five food groups every day. It also includes information on standard serving sizes for different food types and the recommended average daily number of serves required for different age groups



SUPPORTING HEALTHY EATING IN OSHC

Collaborate with children in creating a healthy menu

Talk with children at meal and snack times about healthy food

Role model healthy eating practices

Provide a variety of healthy foods and/or encouraging children to bring healthy food from home, reinforcing the difference between 'everyday' foods and 'sometimes' foods

Creating a positive, relaxed and social eating environment

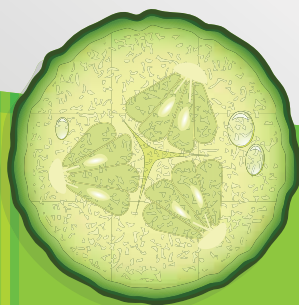
Value learning through play and regularly include in the program food related activities including opportunities for children to prepare food

Provide opportunities for children to learn about food safety and hygiene

Encourage children's emerging independence by allowing choices during meal/snack times

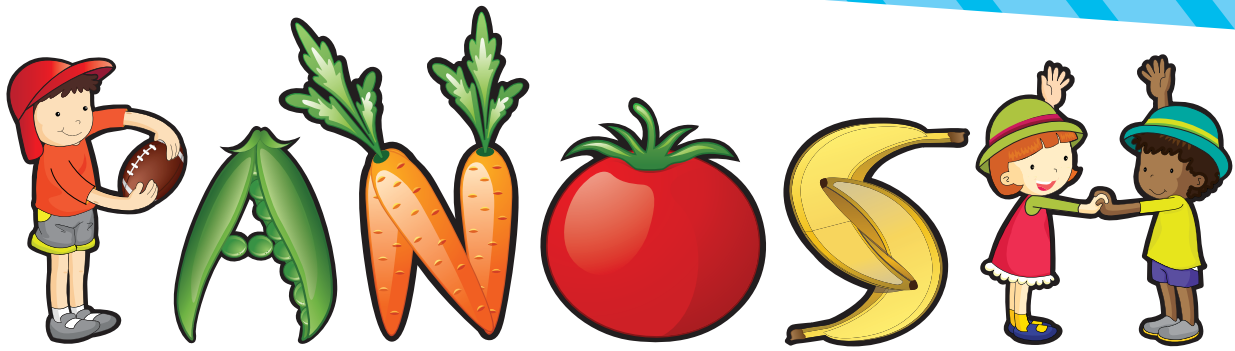
Encourage children to make decisions and choices about the appropriate quantities of food to consume

Evaluate and reflect on how healthy eating is promoted within the service's program



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Physical Activity & Nutrition Outside School Hours

Nutrition Section 2

Supporting Healthy Food Choices In OSHC

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PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

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Menu Development Principles

OSHC services have an opportunity to promote healthy eating and address the health and nutritional needs of children, through the foods they serve and eating environments they create. The menu that a service offers should be carefully planned to ensure it meets children's nutritional requirements and contributes to a supportive environment for developing healthy eating practices.

Menu planning should be a collaborative effort, with input from educators, families and children. This allows for children's special dietary needs, cultures, religious practices and food preferences to be considered and appropriately addressed.

Suggestions on how to involve these groups in menu planning include:

Educators

- Hold team meetings, with menu planning listed as a standing agenda item
- Assign a different educator to facilitate menu development for each planning period
- Provide communication books where menu suggestions and recipes can be recorded
- Conduct surveys to collect feedback on the current menu and to gather new menu ideas

Families

- Encourage families to regularly update their child/children's dietary needs form (enrolment form) and make sure all changes are noted and implemented
- Regularly communicate with families to find out their thoughts on the food offered. This could be through informal discussion or anonymous surveys/suggestion boxes where you collect feedback on the current menu and gather suggestions for new menu ideas
- Have the current menu on display and invite feedback from families
- Ask families to bring in their favourite healthy recipes to include on the menu

Children

- Sit down with children to get ideas about healthy foods they would like to have on the menu (this can also be used as an education session about healthy food options)
- Survey the children to see what they think of the menu
- Have the current menu on display and invite feedback from children
- Support the children to establish a menu committee. Consider empowering them to plan a menu with consideration given to budget, balanced and healthy food choices and available equipment and facilities. Perhaps they may also like to have a go at online shopping
- Have mornings or afternoons where the children take responsibility for preparing, cooking and serving the food from the day's menu

Ideally a menu should be planned in advance to allow time for educators, parents and children to provide sufficient feedback on the menu and to allow enough time for services to purchase the food required. This will also help with budgeting and ensuring that a variety of healthy foods are on offer.

When creating a menu, demonstrate commitment to promoting cultural competence by including food from other countries, particularly those cultures represented in your OSHC service and local community. Providing food from diverse cultural backgrounds is an ideal way for children to learn and experience new foods with different flavours, colours, textures and aromas. Opportunities where children experience other cultures are important inclusions in the OSHC program as they contribute to the development of cultural awareness and acceptance among others.

BENEFITS OF MENU PLANNING

Menu planning is an important step in the provision of healthy food for children in OSHC. The benefits of menu planning are numerous and varied and include:

Ensuring healthy choices

Planning meals and snacks ahead of time helps ensure a variety of food from the five food groups is offered and food from other cultures is incorporated into the menu. Planning menus in advance also helps cater for individual children's special dietary requirements in an inclusive manner.

Budgeting and costs

Menu planning can help keep food costs to a minimum. OSHC services may have a limited budget for their menu, which can make it difficult to include a variety of nutritious food each day. A planned menu however keeps costs down as it allows for the development of a succinct shopping list, which results in less food wastage, as only food required to make items from the menu is purchased.

Tips to keep food costs down:

- Buy locally produced food – the shorter distance food has to travel, the cheaper it often is
- Try different food suppliers such as farmers markets and bulk warehouses
- Be on the look-out for supermarket specials
- Choose seasonal vegetables and fruit – not only are they cheaper when in season but they taste better too!
- Purchase frozen fruit and vegetables such as berries, peas and corn – there is never any wastage as they don't spoil as long as they are kept in the freezer
- Buy canned fruit and vegetables. Be sure to choose canned fruit with no-added-sugar and canned vegetables with no-added-salt. Freeze over ripe fruit to use in a recipe at a later date. Buy less processed food and opt to make meals from scratch rather than the pre-packaged alternatives
- Purchase legumes as an alternative to meat – they are much cheaper and very nutritious. Adding legumes to a meat dish is also a great way to bulk up the dish while keeping costs down
- Create a vegetable, fruit and herb garden and use the fresh produce in your meals

Food preparation

Menu planning informs educators of the foods on offer each day, which allows for food preparation to be planned ahead of time, if necessary. Children should be included in the food preparation process as a regular part of the OSHC service program. Food preparation encourages the development of life skills, and increases children's responsibility for their own health and wellbeing.

Ensuring compliance

OSHC services need to ensure food and beverages provided are consistent with the Education and Care Services National Regulations 2011 and the National Quality Standards. Some OSHC services may also need to comply with the relevant Food Act for their jurisdiction.

Please refer to Queensland Health Food Safety Fact Sheet #47 – Licensing guidelines for outside school hours care - <http://www.health.qld.gov.au/foodsafety/documents/fs-47-outschoolcare.pdf>

Collaboration and partnerships

Regular consultation with children and families in all aspect of menu planning and development helps create a welcoming environment that fosters secure, respectful and reciprocal relationships between OSHC educators and children and families.

Evaluation

Evaluation of the OSHC menu is important to ensure that the menu meets children’s nutritional requirements as well as catering for special dietary needs, cultures, religious practices and food preferences.

The evaluation process must ensure:

- There is a written menu
- The menu is available for feedback
- The menu development process is being regularly evaluated at team meetings
- The menu is assessed to ensure the health and nutritional needs and requirements of children are met as part of the overall program outcomes.

CONSIDERATIONS WHEN MENU PLANNING

Several areas need to be considered when planning the service menu to ensure it is appropriate and meeting the needs of the children:

Nutritional requirements

The OSHC menu must be developed to ensure it is meeting the Dietary Guidelines for Australians, including the provision of a variety of food from the five food groups:

- Vegetables and legumes/beans
- Fruit
- Grain (cereal) foods
- Lean Meat, poultry, fish, eggs and/or alternatives
- Milk, yoghurt, cheese and/or alternatives

The Smart Choices Healthy Food and Drink Supply Strategy, although only mandatory in Qld government schools is encouraged to be followed by OSHC services to ensure food provided is consistent with the healthy eating messages being given across the school environment. Individual children’s special dietary requirements must also be considered to ensure alternative foods are provided in an inclusive manner.

Dental health

Snacks and meals should be planned to ensure they do not encourage dental decay. Sugary foods and drinks that stick to the teeth are of greatest risk including sweetened breakfast cereals and fruit juices.

Food choices

The menu should ideally be seasonal, using local produce that is in season which is often cheaper and usually of better quality. Encourage variety by providing fruit and vegetables that differ in colour and texture and try offering different varieties of bread such as multi-grain, rye, lavash and pita.

New foods should continually be introduced to encourage children's appetites for different tastes and textures. It is important to understand that children may have mixed reactions to new foods, however with persistence there may come success. Consider strategies such as serving a smaller portion of a food they like, with more of the new food. For example to encourage vegetable intake serve them on a platter with fruit and have the majority of the platter filled with vegetables and only a small portion filled with fruit and perhaps include a nutritious dip for the vegetables.

Foods from different cultures should be regularly included on the menu particularly food from those cultures represented in your OSHC service and local community. As well as being inclusive, this encourages children to experiment with new food and provides an opportunity to extend on children's learning about different cultures and customs.

Children's dietary requirements may impact on food choices. Services with children diagnosed with intolerances, allergies or food related anaphylaxis may consider limiting certain foods on the menu. Educators have opportunities to educate children about special food needs through the menu development process. Careful planning of recipe choices can still result in an inclusive menu.

When choosing menu items for before and after school care avoid complicated recipes as these can take a lot of preparation time. These recipes may be more appropriate to use during vacation care when there are less time constraints and more opportunities for children to be actively engaged in the preparation process.

Facilities and equipment

It is important to consider the facilities available (i.e. no oven for cooking) when planning a menu and choosing recipes. Also ensure there are sufficient and developmentally appropriate cooking equipment and utensils to facilitate children's participation.

Meal/snack routines

The meal/snack time routines vary from service to service therefore consideration must be given to the type of food planned and served as part of these processes. Breakfast times are usually limited therefore self-serve menu options (i.e. cereal, toast) may be more appropriate. During afternoon tea, 'buffet-style' foods may be a better option to ensure the process isn't too time-consuming. Self serve and buffet-style options encourage children to take ownership and responsibility for their own health and wellbeing.

Skills and knowledge

To ensure a holistic approach to menu development, it is important for educators to have sufficient skills and knowledge about food, nutrition, the Australian Dietary Guidelines and other health related issues. When planning menus this helps ensure all children's nutrition and health requirements are met as well as giving educators the knowledge and confidence to continually engage children in conversations that promote healthy lifestyles and good nutrition.

Services have a responsibility to ensure their educators are provided with opportunities to access relevant training to ensure menus provide children with meals and snacks that meet their health and nutritional requirements.

For further information regarding food and nutrition training contact:

- QCAN
- Nutrition Australia Qld
- Your local TAFE

OSHC services need to ensure that children are provided with a variety of foods that offer different flavours, colours and textures to keep mealtimes interesting and provide the valuable nutrients children need. Collaborating with children through all stages of menu development, from menu planning and finding recipes to preparing and/or serving the food, school age care educators can encourage children to develop healthy lifestyle practices.

Menu planning is based on the meals and snacks provided by the service. Breakfast and afternoon tea are the most common with some services also offering a snack later in the afternoon. Lunch during vacation care may be provided as part of a special theme day, excursion or incursion.

Planning the service menu will ensure you are providing simple, healthy options while allowing children the opportunity to exercise some choice in managing their own wellbeing.

Foods and drinks to include on the menu

The foods and drinks included on the service menu should align with the Australian Dietary Guidelines and be consistent with the Smart Choices Strategy.

The Australian Dietary Guidelines contains information about the types and amounts of foods, food groups and dietary patterns that aim to:

- promote health and wellbeing
- reduce the risk of diet-related conditions, such as high cholesterol, high blood pressure and obesity; and
- reduce the risk of chronic diseases such as type 2 diabetes, heart disease and some types of cancers

The Australian Dietary Guidelines apply to all healthy Australians, as well as those with common health conditions such as being overweight. They do not apply to people who need special dietary advice for a medical condition.

The Australian Dietary Guidelines encourage intake of a wide variety of nutritious foods from the five groups. These foods should form the main part of the service menu and be offered everyday:

- Vegetables and legumes/beans
- Fruit
- Grain (cereal) foods
- Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/ beans
- Milk, yoghurt, cheese and/or alternatives

Water and reduced fat milk are the recommended drinks for children. Children should have ready access to water at all times and if juice is made available it should be limited to a 125ml serve (half a glass) and be diluted 50% with water for young children.

To ensure a variety of foods are provided on your menu, use the Food Variety List in the Menu Development Section of this resource.

Vegetables and legumes/beans

Vegetables are nutrient dense, relatively low in energy (kilojoules) and are good sources of minerals and vitamins (such as magnesium, vitamin C and folate) and high in dietary fibre.

Some vegetables are suitable to eat raw, while it is best to cook others (for example potatoes) to make them more appealing. Raw legumes should always be cooked. Some processed vegetables (tinned or frozen) are nutritious alternatives as long as they are produced without added salt, sugar or fat. Evidence suggests that children need to eat a greater variety of vegetables and legumes/beans to ensure they receive all they associated health benefits.

Types of vegetables include:

- Cruciferous vegetables (e.g. broccoli, cauliflower or cabbage)
- Orange vegetables (e.g. pumpkin, sweet potato or carrot)
- Cooked dried or canned beans, chickpeas or lentils, no added salt
- Raw green leafy vegetables (e.g. lettuce or spinach)
- Starchy vegetables (e.g. potato, sweet potato, taro, sweet corn or cassava)
- Other vegetables (e.g. tomato, mushrooms, capsicum or celery)

Ways to incorporate vegetables into the service menu include:

- Crunchy vegetable sticks (carrots, capsicum, snow peas and celery) with a vegetable-based dip like hummus, salsa, guacamole or eggplant
- Tomato on crackers or in sandwiches
- Corn on the cob
- Vegetable loaves and slices with creative names (e.g. rainbow slice)
- Quiches or omelettes with spinach, tomato, red onion or mushrooms
- Vegetable rice paper rolls with a mixture of fresh vegetables such as carrot, capsicum, bean sprouts, lettuce or mushrooms
- Savoury muffins with corn and/or peas
- Pumpkin scones
- Vegetable pikelets with zucchini and carrot
- Baked beans on wholegrain toast

Fruit

Fruits, as with vegetables, are nutrient dense, relatively low in energy (kilojoules) and are good sources of minerals and vitamins (such as magnesium, vitamin C and folate) and high in dietary fibre.

Fruit is best eaten fresh and raw as in this form it contains all the important nutrients. Fruit juices have a low fibre content and dried fruit is energy dense and the 'stickiness' may have implications for dental cavities. Some processed fruits (tinned or frozen) are nutritious alternatives as long as they are produced without sugar (ie.

tinned fruit in 'natural juice'). Evidence suggests that children need to eat more fruit to meet recommended intakes.

A wide variety of fresh fruits with different colours, textures and tastes should be served to children. Some great fruit options include:

- Apples
- Bananas
- Blueberries
- Kiwi fruit
- Oranges
- Plums
- Strawberries
- Apricots
- Blackberries
- Grapes
- Lychees
- Pear
- Star fruit
- Watermelon

It is also best to serve seasonal fruit, as it is more cost effective and is usually better quality.

Ways to incorporate fruit into the service menu include:

- Fruit salad served with reduced fat yoghurt
- Fruit kebabs
- Fruit smoothies
- Frozen oranges and grapes
- Banana slices
- Pancakes and/or pikelets incorporating fruit such as apple, berries or banana

Refer to the seasonal fruit and vegetable tables included in this resource for further varieties.

Grain (cereal) foods

Key nutrients in grain (cereal) foods include carbohydrate, protein, dietary fibre, plus a range of vitamins and minerals including B group vitamins and iron.

Foods originating from grains (cereals) include those from wheat, oats, rice, barley, millet and corn. They range from highly nutrient-dense wholegrain breads and grain (cereal) foods such as oats, to lower-nutrient dense white rice, white bread, pasta and noodles. Evidence suggests that children need to eat more wholegrain (cereal) foods and less refined grain (cereal) foods. Refined grain (cereal) food products with high levels of added sugar, fat and/or salt, such as cakes and biscuits, are classified as discretionary foods and should not be included in the menu.

Some good wholegrain grain (cereal) foods include:

- Wholegrain bread slices or rolls, flat bread
- Rice, pasta, noodles

- Porridge, polenta
- Wholegrain breakfast cereal flakes, muesli, wheat or mixed grain breakfast biscuits
- Crisp bread
- Barley, buckwheat, semolina, cornmeal, quinoa

Ways to incorporate grain (cereal) foods into the service menu include:

- Wholegrain bread for sandwiches or toast
- Flat breads and pitas used for wraps, filled with a variety of vegetables and lean meat
- Savoury rice
- Crisp bread topped with hummus or cheese, tomato and avocado
- Quinoa used in risotto or salads
- Polenta used in muffins with capsicum and sweet potato

Lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans

The lean meat and alternatives food group is a diverse food group which includes lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans. It has been typically seen as the 'protein – rich' food group but these foods also provide a number of other important nutrients such as iron, zinc and omega-3 fatty acids.

Processed and cured meats can be high in added salt and saturated fat and are not recommended as substitutes for unprocessed meat.

Eggs are an alternative to meat, a relatively inexpensive source of protein and are a versatile food. Fish is nutritious, providing energy (kilojoules), protein, and omega-3 fatty acids.

Nuts and seeds are rich in energy (kilojoules) and nutrients; in addition to protein and dietary fibre, they contain significant levels of unsaturated (good) fat. Nuts are useful alternatives to meat, fish and eggs, and are particularly important in vegetarian and vegan diets, however children with nut allergies must be considered if planning to include nuts on the menu.

Legumes/beans, including lentils and tofu provide a valuable and cost efficient source of protein, iron, some essential fatty acids, and dietary fibre. They are valuable inclusions in the diet, and are especially useful for people who consume vegetarian or vegan diets.

Evidence suggests that children need to eat more lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans with quantities depending on age and gender.

Examples of this food group to include on the menu are:

- Cooked lean red meats (e.g. beef, lamb, pork, venison or kangaroo) as mince or slices
- Poultry (e.g. chicken or turkey)
- Fish fillet or canned fish (no added salt, in springwater)
- Eggs

- Cooked dried beans, lentils, chickpeas, split peas, or canned beans
- Tofu
- Nuts, seeds or nut/seed paste (no added salt or chocolate based nut spreads)

Processed and cured meats can be high in added salt and saturated fat and are not recommended as substitutes for unprocessed meat so try to minimise the amount of these foods on the menu:

- Ham
- Bacon
- Cheerio's
- Frankfurts
- Salami
- Devon
- Chicken loaf

Ways to include lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans on the service menu are:

- Beef in stir fry
- Sandwiches with fillings including chicken, roast beef or roast lamb
- Tuna in pasta bake
- Tuna used as a topping for crackers with tomato and cheese
- Beans in a salad
- Chickpeas to make hummus served with crackers and vegetable sticks
- Nuts on a fruit or vegetable platter
- Sandwiches with plain egg, curried egg or egg and lettuce filling
- Boiled eggs on a fruit and vegetable platter

Milk, yoghurt, cheese and/or alternatives

Milk, cheese and yoghurt are a good source of many nutrients, including calcium, protein, minerals and vitamins including some B group vitamins and vitamin A. These foods provide calcium in a readily absorbable and convenient form. The high fat content in some milk, cheese and yoghurts has led to the recommendation that reduced fat varieties be chosen on most occasions. Reduced fat varieties however are not suitable for children under the age of two due to energy requirements for growth.

This food group only includes milk, yoghurt, cheese and alternatives. Butter, cream and ice-cream are not included due to their low nutritional value. Milk, cheeses and yoghurts are most frequently produced from cow's milk, but other sources may include milk and products from goats, sheep and calcium-enriched legume/bean/cereal milk products such as calcium enriched soy drinks. Milk substitutes that are not fortified with calcium are not included in this food group. Milk is an important source of calcium and protein for growing children. Diets

restricting intake of milk and milk products are not generally suitable for growing children. Suspected lactose intolerance in children and adolescents should be confirmed by a medical practitioner.

Examples of this food group to include on the menu are:

- Milk (fresh, UHT long life or powdered)
- Evaporated unsweetened milk
- Yoghurt
- Hard cheese (cheddar)
- Ricotta cheese

Ways to include milk, yoghurt and cheese in the service menu are:

- Cereal with reduced fat milk
- Drinks or fruit smoothies made with reduced fat milk
- Fresh fruit served with reduced fat yoghurt
- Reduced fat yoghurt and natural muesli cups
- Reduced fat cheese served with crackers or in a sandwich or wrap
- Cubes of reduced fat cheddar cheese threaded on a skewer with cherry tomatoes and mushrooms
- Ricotta based dips served with crackers and vegetable sticks

Drinks

Water is essential for life. It is required for a number of bodily functions such as digestion and to regulate body temperature. Water requirements are influenced by ambient temperatures, physical activity and body size, creating wide variations in daily water needs.

It is important that all school age care services provide children with ready access to water at all times.

Tap water is an ideal option because it is inexpensive and readily accessible. Most tap water in Australia is fluoridated, which has been shown to be a safe and effective public health measure. Fluoridation of tap water provides an additional benefit for development of strong teeth and bones, making it a very good choice to ensure adequate hydration. If you are in remote communities and concerned about the quality of your water supply contact your local council to ensure it is safe to drink.

Water and milk are the recommended drinks for children. Sugar-sweetened drinks should not be encouraged nor provided. Common sugar-sweetened drinks include soft drink, 'sports drinks', 'vitamin waters', cordials and energy drinks. Flavoured milk provides similar nutrients to plain milk but does contain added sugar; plain milk is preferable.

Discretionary foods

Discretionary foods and drinks are not necessary to provide the nutrients the body needs, but may add variety. Many of these foods and drinks are high in saturated fats, sugars and/or salt, and are therefore described as energy dense. Seasonings and sauces may also be offered however these foods have limited nutritional value so they should be used occasionally. Oil, butter and margarine should also be used sparingly. Discretionary foods

are not a necessary part of the diet and should not be regularly included on the service menu. Foods in this category include:

- Cakes
- Confectionary
- Pastries
- Ice confections
- Cream
- Potato chips
- Spreads
- Biscuits
- Chocolate
- Pies
- Butter
- Sports and energy drinks
- Crisps and other fatty or salty snack foods
- Sugar-sweetened soft drinks and cordials

Smart Choices, Healthy Food and Drink Supply Strategy for Queensland Schools

In addition to using the Australian Dietary Guidelines as the base for menu development, the Smart Choices Healthy Food and Drink Supply Strategy for Queensland Schools (The Smart Choices Strategy) should also be taken into consideration.







The Smart Choices Strategy is a state government initiative developed to address the nutritional value of food and drinks supplied at school or during school activities and reflects the Australian Dietary Guidelines incorporating the Australian Guide to Healthy Eating. Although the Smart Choices Strategy is not mandatory in OSHC services, it is strongly encouraged that services model healthy eating practices and support the healthy eating messages being given across the school environment.

The Smart Choices Strategy adopts a traffic light system to classify food and drinks into categories according to their nutritional value: Green, Amber and Red.

Green

“Have plenty” - These foods are good sources of nutrients, contain less saturated fat, added sugar and/or salt and help to avoid an intake of excess kilojoules.

Green items include:








-  o All types of breads, preferably wholegrain
-  o Fruits
-  o Vegetables
-  o Low fat dairy products including flavoured milks
-  o Legumes – kidney beans, lentils, chick-peas
-  o Lean meat, fish, poultry & alternatives

Encourage and promote these foods and drinks and take every opportunity to include foods from this category as part of your service menu.

Amber

“Select carefully” - The foods and drinks in this category have moderate levels of saturated fat, sugar and/or salt and have limited nutritional value. They offer convenience however, do not let these food and drinks dominate the menu and avoid large serve sizes to prevent excess kilojoule intake.









Amber items include:

-  o Full-fat dairy foods
-  o Processed meats
-  o Fruit juices (100%)
-  o Some savoury commercial products, such as pies and sausage rolls
-  o Some cakes, muffins, sweet biscuits
-  o Breakfast cereals – refined with added sugars
-  o Some snack food bars and savoury biscuits

Red

“Occasional” - These foods and drinks lack adequate nutritional value, they are high in saturated fat, sugar and/or salt and can contribute to excess kilojoule intake. Limit availability of these foods to no more than two occasions per term.

Red items include:

-   o Soft drinks, Energy drinks
-  o Confectionery
-  o Croissants, donuts, cream-filled buns/cakes
-  o Chocolate coated and premium ice-creams
-  o Deep fried foods and sweet pastries
-  o Large serves of crisps, chips and similar products
-  o Large serves of cakes and muffins

When making a decision about the suitability of amber or red products, the nutrition information panel on the package needs to be compared to the “Occasional” Food and Drink Criteria tables to determine if products are amber or red. These tables can be found in the Smart Choices Healthy Food and Drink Supply Strategy which can be downloaded from the Department of Education, Training and Employment website

<http://education.qld.gov.au/schools/healthy/food-drink-strategy.html>

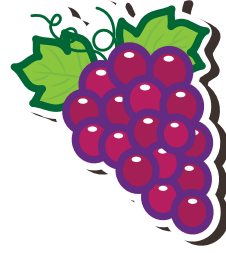
The “Ready Reckoner” which can also be found in the Smart Choices Strategy, provides a guide to common food and drinks and the category they most likely fit into. Some products will fit in more than one category due to the difference between brands and varieties.

Seasonal Fruit Table

Summer

December, January, February

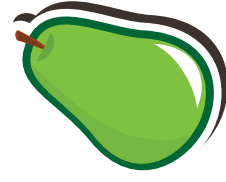
Apricots
Bananas
Blackberries
Blueberries
Cantaloupe/
Rockmelon
Figs
Grapes
Honeydew Melon
Lychees
Mango
Nectarines
Oranges
Pawpaw
Peaches
Pineapple
Plums
Raspberries
Strawberries
Watermelon



Autumn

March, April, May

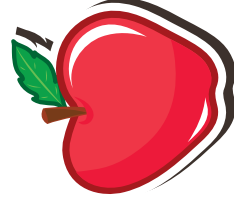
Apples
Bananas
Cantaloupe/Rockmelon
Custard Apple
Grapefruit
Grapes
Nashi Pears
Passionfruit
Pawpaw
Pears
Pineapple
Watermelon



Winter

June, July, August

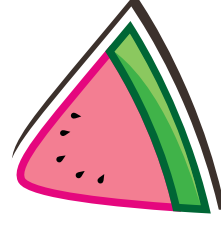
Apples
Bananas
Cantaloupe/Rockmelon
Custard Apple
Grapefruit
Honeydew Melon
Mandarins
Oranges
Passionfruit
Pawpaw
Strawberries



Spring

September, October, November

Bananas
Grapefruit
Mandarins
Mangoes
Passionfruit
Pawpaw
Pineapple
Strawberries
Watermelon



Seasonal Vegetable Table

Summer

December, January, February

Beans
 Beanshoots
 Beetroot/Babybeet
 Bok Choy
 Cabbage
 Capsicum
 Carrots
 Celery
 Cucumber
 Eggplant/Aubergine
 Lettuce/Salad Mix
 Mushrooms
 Onion
 Peas
 Potatoes
 Radishes
 Snowpeas
 Squash
 Sweetcorn
 Tomatoes/Cherry Tomatoes
 Turnip

Zucchini/Courgette

**Autumn**

March, April, May

Beanshoots
 Beetroot/Babybeet
 Bok Choy
 Broccoli
 Brussels Sprouts
 Cabbage
 Carrots
 Cauliflower
 Celery
 Leek
 Lettuce/Salad Mix
 Mushrooms
 Onions
 Parsnip
 Potatoes
 Pumpkin
 Snowpeas
 Sweetcorn
 Tomatoes/Cherry Tomatoes
 Turnip

Zucchini/Courgette

**Winter**

June, July, August

Artichokes
 Beans
 Beanshoots
 Bok Choy
 Broccoli
 Brussels Sprouts
 Cabbage
 Capsicum
 Carrots
 Cauliflower
 Celery
 Eggplant/Aubergine
 Lettuce/Salad Mix
 Mushrooms
 Onions
 Potatoes
 Pumpkin
 Snowpeas
 Swede
 Tomatoes
 Zucchini/Courgette

**Spring**

September, October, November

Asparagus
 Beans
 Beanshoots
 Beetroot/Babybeet
 Broccoli
 Cabbage
 Cauliflower
 Cucumber
 Lettuce/Salad Mix
 Mushrooms
 Onions
 Pumpkin
 Rhubarb
 Snowpeas
 Spinach
 Tomatoes
 Zucchini/Courgette



What is a food allergy

Food allergies are caused by the immune system falsely recognising the protein component of a food as a threat. Most food allergy reactions occur quickly, generally within 2 hours of exposure, but eczema and gut related symptoms (such as diarrhoea or constipation) may take several hours or even a few days to develop.

Children are most likely to develop a food allergy when they are under 5 years of age. Reactions to cows milk, eggs, peanuts, tree nuts, soy, wheat, and fish account for more than 85% of food allergies in children. Allergies to nuts and seafood commonly produce the most severe reactions and are also more likely to be the allergies that persist for life. Most children diagnosed with allergy very early in life actually start to outgrow their food allergies by 3-5 years of age.

The symptoms of food allergy vary in how they are expressed. Common reactions include swelling of the lips, tongue or mouth, eczema, vomiting, diarrhoea or difficulty breathing. Severe cases of allergic reaction can lead to an anaphylactic reaction, where breathing becomes extremely difficult. This can cause loss of consciousness, severe injury or even death.

Ensuring that children avoid exposure to foods they are allergic to is the best management for food allergies. To effectively manage food allergy, OSHC services needs to have:

- Their own allergy management policy
- Individual allergy management plans for each child, which needs to include:
 - o a photo of the child
 - o contact details
 - o list of allergies
 - o symptoms
 - o treatment
- Staff trained to recognize the early symptoms of a food allergy and how to manage allergic reactions, including the correct use of an EPIPEN.

The Australasian Society of Clinical Immunology and Allergy (ASCI) is the peak allergy body in Australia and has a range of resources and tools for use, including a set of guidelines on for the prevention of food anaphylactic reactions in schools, preschools and childcare. For more information visit their website www.allergy.org.au.

What to include in your policy to prevent anaphylactic reactions in OSHC services

- No trading or sharing of food, food utensils and food containers
- It is ideal that children with severe food allergies only eat food that has been prepared at home
- Water bottles, other drinks and lunch boxes provided by the parents for their children must be clearly labelled with the name of the child for whom they are intended
- The use of food in crafts, cooking activities and science experiments may need to be restricted depending on the allergies of particular children

- Food preparation staff are instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food. Examples would include careful cleaning of food preparation areas after use and cleaning of utensils when preparing allergenic foods
- Risk minimisation with regard to particular foods (peanuts and tree nuts) should be practised, however the implementation of blanket food bans or attempts to prohibit the entry of allergenic food substances into an OSHC service is not recommended due to:
 - The practicalities of such measures
 - The issue that for school age children an essential step in autonomy is to develop strategies for avoidance in the wider community including school settings
 - The lack of evidence of the effectiveness of such measures

Food bans at schools are not recommended by allergy consumer organisations due to the risk of complacency about avoidance strategies, if a food is banned.

For services where there are children with severe allergies to nuts (peanuts and tree nuts) a risk minimisation policy must be implemented. This may involve the removal of all items with the relevant nut as an ingredient.

What is food intolerance?

Food intolerance is a reaction to food that does not involve the immune system. There are various theories as to why food intolerance occurs. The team at Royal Prince Alfred (RPA) Allergy Unit have documented that certain food chemicals can “irritate the nerve endings of sensitive people to cause a range of symptoms”. Common symptoms in children include recurrent hives and swellings, frequently running or stuffy nose, recurrent mouth ulcers, stomach pains and bowel irritations. Children with food intolerances may also present as irritable, restless or demonstrate behavioural problems such as defiance, exaggerated moodiness or behaviours similar to Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD).

The food chemicals known to be responsible in causing food intolerances may include Amines, Salicylates, Glutamates and some food additives.

Amines are found primarily in processed, aged or smoked meats, seafood (except very fresh versions), pork, poultry skin, cheeses, fermented foods such as soy sauce and yoghurt, gravies and sauces.

Salicylates are found mainly in processed meats, vinegar, sauces, yeast extracts, juices, nuts, seeds and their oils, herbs and spices.

Glutamates are commonly found in processed and seasoned meats and poultry, cheese, fermented sauces, gravies, stock, yeast extracts and tomato products.

Food additives

There are currently around 50 of 400 approved food additives that have been documented to cause reactions in sensitive people. Some but not all preservatives, artificial colours, and flavourings may cause problems in sensitive people

Food additives documented as being a possible cause of food reactions in some sensitive people include:

- **Flavour enhancers:** monosodium glutamate (MSG) and similar compounds 620-623, 627, 635

- **Food colourings:** tartrazine 102, yellow 107, sunset yellow 110, cochineal 120, red 122-129 blue 131, 132, green 142, black 151, brown 154,155, annatto extract 160b
- **Preservatives:** antioxidants 310-312, 319-321, benzoates 210-218, nitrates 249-252, propionates 280-283 sulphites 220-228, sorbates 200-203

Food intolerance can be difficult to diagnose and control as food chemicals involved in causing reactions may be found in a wide range of foods – both natural and processed, and the onset of symptoms may take hours if not a few days to occur. Affected individuals may vary in their level of sensitivity to food chemicals. This is known as the “threshold level” response. Symptoms usually only occur after the level of food chemicals build up to the point where they exceed the person’s “threshold response”. Some people may consume several foods per day with moderate levels of food chemicals (in small amounts) and not develop a reaction. Other individuals are so sensitive that a moderate-high intake of some foods considered low in certain food chemicals are not well tolerated.

Ensure you discuss with the parent, and seek advice from a professional, as to which foods a child is sensitive to and how to best manage the intolerance.

For more information visit the RPA Allergy Unit website (<http://www.slhd.nsw.gov.au/rpa/allergy>)

Modifying recipes to meet specific dietary needs

Many recipes can be easily modified to make them suitable for children with specific dietary needs such as food intolerances, allergies or cultural requirements.

Below are some suggestions to assist with ensuring the modified recipe will still produce a tasty snack or meal the children will enjoy.

Gluten free (GF)

In people with Coeliac Disease, the immune system reacts abnormally to gluten (a protein found in wheat, rye, barley and oats), causing small bowel damage which can lead to reduced nutrient absorption and various gastrointestinal problems. People with Coeliac Disease require a gluten-free diet.

Many gluten containing products such as pasta, bread and flour now have gluten-free alternatives. Baking with gluten-free flour produces products that are flatter, heavier and often more “crumbly”. This is because the gluten gives elasticity to the texture of a baked food and helps to hold air in the baked product. However, most foods based on wheat flour can be replicated with gluten-free products.

Hints for success when using gluten-free flour substitutes:

- Try ‘all-purpose’ gluten-free flours. Many of these are available in supermarkets. These are often more successful and easier to use than trying to mix individual gluten free flours (e.g. rice flour, potato flour or soy flour)
- Gluten-free flours from individual grains or vegetable sources often need to be used in slightly different quantities from the gluten-containing flours in the initial recipe. For best results, a combination of flours is recommended (e.g. potato or rice flour + soy flour). Equivalent amounts of the substitute flours are:
 - o 1 cup wheat flour = 5/8 cup or 10 tablespoons potato starch flour
 - o 1 tablespoon wheat flour = 1/2 tablespoon potato starch or rice flour, or
= 1/2 tablespoons arrowroot, or
= 2 tablespoons tapioca flour

- Commercial gluten free baking powder is available, but it is easy to make your own gluten free baking powder using:
 - o 1 teaspoon baking powder = 1/2 teaspoon baking soda + 1/2 teaspoon cream of tartar
- Use a high protein product such as soy or besan flour, eggs, milk, soy milk or milk powder. The protein from these foods helps improve the manageability of the final product
- Xanthum gum can also help prevent crumbling and is available at many health food stores and in the health food section of some supermarkets
- Baking tins need to be lined with baking paper and/or sprayed well with an oil spray to prevent sticking and crumbling
- Gluten free products usually require more support than wheat-based products when baking moist products such as cakes. Use high top baking tins, ring tins and consider smaller baking tins such as muffin or patty cake tins
- Most baked products need to be completely cool before cutting/slicing—this will help avoid crumbling
- Bread machines can produce good quality breads or similar products
- Bake low allergy breads in a separate bread machine to avoid cross contamination

Lactose free

Lactose intolerance is when an individual has difficulty or is unable to digest lactose (a milk sugar) from dairy products. Symptoms may include bloating, gas, abdominal pain and diarrhoea. Most lactose intolerant individuals are able to tolerate small amounts of lactose in some dairy foods.

Substitute any milk, custard, cream, soft cheeses (e.g. cottage or ricotta), ice cream with either low-lactose or lactose-free products or dairy free alternatives. (See below for dairy free options).

Yoghurt may be tolerated in some children with lactose intolerance (as the culture partially digests lactose), but children with severe intolerances will require a lactose free or soy yoghurt.

Check labels for any ingredients relating to milk. (e.g. milk solids, skim milk powder etc). Recipes containing significant amounts of these ingredients may not be tolerated.

Note: Where possible calcium fortified alternatives should be used (i.e. calcium fortified soy milk).

Dairy free

1 cup of cow's milk can be replaced with:

- 1 cup of soy milk
- 1 cup of rice milk plus 1 tablespoon of oil OR milk free margarine e.g. Nuttelex
- 1 cup of fruit puree (for baked goods such as muffins)
- 1 cup of water or homemade stock for savoury recipes

Note: Where possible calcium fortified alternatives should be used (i.e. calcium fortified soy milk). Lactose free milks, yoghurts and other products are not suitable for dairy allergies.

Egg free

Eggs can be successfully replaced in recipes where eggs are a component of the recipe (e.g. cakes, biscuits, sauces). Dishes that include eggs as a key ingredient (egg. quiche, frittatas or omelettes) are unlikely to be successful if made with egg replacers. General tips for egg free cooking include:

- Add one extra teaspoon of baking powder for each missing egg
- Use gelatin as a binder
- More specific suggestions for replacing eggs in cooking include:

1 egg = 1 teaspoon glycerin (it will make baked goods light and fluffy), or
= 2 level tablespoons custard powder sifted with the flour and one dessertspoon of vinegar beaten in with the butter and sugar will take the place of one egg in preparation of bakery items, or
= 1 teaspoon yeast dissolved in 1 cup of warm water, or
= 1 tablespoon jam or fruit sauce gives body & stickiness, or
= 1-2 teaspoons of commercial egg replacer

2 eggs = 1/2 teaspoon baking soda dissolved in one dessertspoon vinegar added last in a fruit cake/muffin, or
= 1 dessertspoon vinegar added to 1/2 cup milk

3 eggs = 1 tablespoon gelatin softened in a little cold water and then dissolved and made up with boiling water to equal 1 cup. Whisk well and add to mixture, or
= 1 tablespoon golden syrup dissolved in one cup of warm milk (only for sweet recipes)

- Gelatin may also be used as a substitute for egg white:

To substitute for 2 egg whites = dissolve 1 dessertspoon of gelatin in a little hot water; when gelatin has dissolved, whip to a stiff froth and use as you would whipped egg whites

Adapted from: Caring and Cooking for the Allergic Child, Linda L Thomas, Drake Publishers, New York

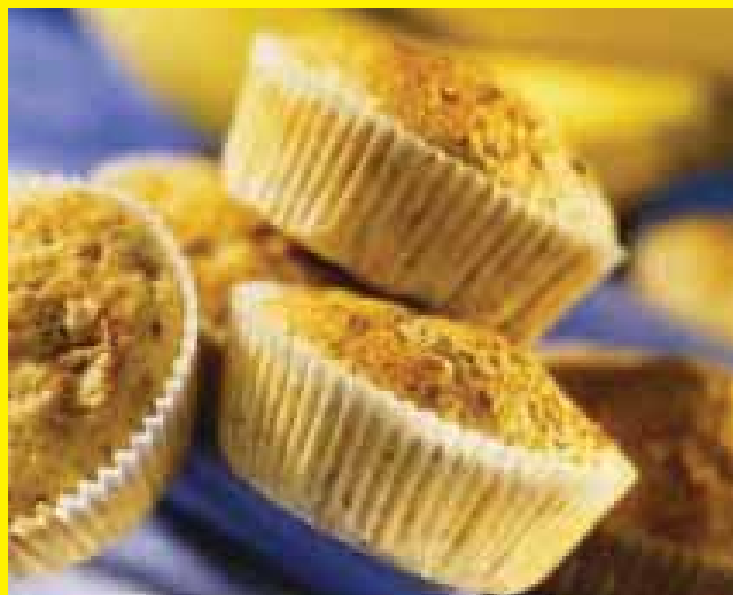
Other egg free ideas:

- Mix 1 tablespoon arrowroot flour with 2-3 tablespoons warm water to replace one egg
- Mix ¼ teaspoon xantham gum with ¼ cup water. Let stand a few minutes then whip into soft peaks – similar to egg white

Modifying existing recipes for allergies

Many recipes can easily be modified for allergies. Some substitutions will alter the texture or consistency a little (particularly if using gluten free flour in a recipe requiring lots of flour). However, the key is to experiment a little using small volumes of ingredients at first. In many cases you can still make a tasty and successful recipe.

Here is an example of ways to modify a Banana Muffin recipe for different allergies.



BANANA MUFFINS

- 3 large very ripe bananas
- 1 cup pureed apple
- ½ cup sugar
- 2 tablespoons butter, melted
- 1 egg
- 2 cups plain flour
- 4 teaspoons baking powder
- ¼ teaspoon cinnamon
- ½ cup milk

TO MAKE DAIRY FREE

Replace dairy products with a dairy free alternative.
 In this recipe replace ½ cup cow's milk with soy milk OR rice milk.
 Replace 2 tablespoons of butter with 2 tablespoons of dairy free margarine or vegetable oil. Check all remaining ingredients are dairy free.

TO MAKE EGG FREE

Replace the egg with commercial egg replacer (use recommended amounts) OR try 1 tablespoon of jam or golden syrup.
 Check all remaining ingredients are egg free.

TO MAKE GLUTEN FREE

Replace wheat flour with approximately the same amount of gluten-free flour. Note this will make the recipe flatter and more crumbly than using wheat flour.
 Check all remaining ingredients are gluten free. In this recipe check the baking powder is gluten free.
 If needing to use soy milk (for dairy free recipes) also check that this is a gluten free brand. Rice milk is normally gluten free.

TO MAKE NUT FREE

Check all ingredients are nut free
 This recipe is nut free and suggested changes in each box are also nut free.

TO MAKE SOY FREE

Check all ingredients are soy free.
 This recipe is soy free.
 If recipe needs to be dairy and soy free use rice milk with an extra tablespoon of oil or dairy free margarine.

PANTRY SUGGESTIONS FOR MANAGING FOOD ALLERGY/INTOLERANCES

FOOD GROUP	SUGGESTIONS	COMMENTS
Bread & Cereals	Gluten free commercial flour mixes	Depending on the ingredients they may be free from gluten, wheat, nuts, dairy, egg & yeast. Some mixes contain soy flour. Check the label for allergen advice. Some mixes contain xanthan or guar gum to minimise crumbling and improve texture and stability. It is possible to purchase xanthan or guar gum separately from supermarkets or health food stores
	Maize cornflour	Useful gluten free alternative for thickening sauces and custards, also low in salicylates & amines
	Gluten free pasta	An easy substitute for wheat pasta. Check ingredients for allergen status
	Gluten free baking powder	Commercial gluten free baking powder is available or make your own using: 1/2 teaspoon baking soda + 1/2 teaspoon cream of tartar = 1 teaspoon baking powder
Fruit & Vegetables	Pears – well ripened or canned in syrup Potatoes – large & thickly peeled Shallots, garlic or leeks	All listed are low in salicylates, amines & glutamates Other vegetables low in food chemicals include: cabbage, iceberg lettuce, beans, plain legumes, brussels sprouts
Dairy or Alternatives	Soy milk	Suitable for dairy allergies and low lactose diets. The high protein content and similar nutrient profile make soy milk an easy substitute for cows milk in cooking. Choose a variety that is also gluten free to maximize versatility
Egg Alternatives	Commercial egg replacers	Available from some supermarkets and health food stores
	Golden syrup, pureed fruit or jam, vinegar, gelatin, baking soda	Can all be used to replace egg in recipes.
Meats & Alternatives	Fresh, plain lamb or beef Fresh, plain poultry –skin removed White fish – only if very fresh	Suitable for food intolerances. Note that amines are produced with storage – thus meat and alternatives should be as fresh as possible (avoid cryovaccinated varieties if possible) and frozen if not for immediate use
Fats & Oils	Sunflower, canola or safflower oils	These oils are low in salicylates, amines and glutamates The brand must be free from antioxidants if it is to be used for children with intolerance to these food chemicals
	Milk & soy free margarine	Available from some supermarkets and health food stores
Miscellaneous	Pure vanilla essence	Must be pure vanilla for food intolerances as imitation vanilla essence contains additives that may cause reactions in children with intolerances to certain food chemicals and additives
	Gluten free yeast extract	Available from some supermarkets or health food stores

Allergies and food labels

The Australia New Zealand Food Standards Code requires food labels to declare certain foods and certain substances in foods, including:

- Cereals and cereal products which contain gluten, namely wheat, rye, barley, oats, spelt and their hybridized products
- Crustacea and their products
- Eggs and egg products
- Fish and fish products
- Milk and milk products
- Nuts and sesame seeds and their products
- Peanuts and soybeans and their products
- Added sulphites in concentrations of 10mg/kg or more
- Royal jelly presented as food or present in food, bee pollen and propolis

These foods must be declared if they are:

- Used as an ingredient
- Part of a compound ingredient
- A food additive or part of a food additive
- A processing aid or part of a processing aid

Allergy Disclaimer Statements:

“May Contain Traces Of ...”, “made in the same premises as products containing ...”, and “made on the same equipment as products containing ...”.

Allergy Disclaimer Statements means the product in question may contain the ingredients listed in this statement, typically as a result of ‘cross-contamination’. For example, a piece of baking equipment may be used to make a product that contains peanuts, then that same piece of equipment is used to make a product that doesn’t contain peanuts. Thus there is a possibility that the second product could be exposed to trace elements of peanuts. It should be noted that there is no legal requirement under the Australia New Zealand Food Standards Code for the manufacturer to use the “may contain” statement.

A child with a diagnosed food allergy should not be given foods that contain a “may contain” statement – particularly if they are at risk of anaphylaxis. Careful checking of ingredient lists should always occur and remember that manufacturers may periodically change the ingredients of any given product.

If there is any doubt about the allergen status of a particular food, the best course of action is to avoid the food until you can ring the manufacturer. Some manufacturers (on request) can provide detailed lists and information about the allergen status of foods in their product range.

For more information on allergies and intolerances visit:

The Australasian Society of Clinical Immunology and Allergy (ASCI) www.allergy.org.au
 Royal Prince Alfred Allergy Unit www.slhd.nsw.gov.au/rpa/allergy
 Food Standards Australia and New Zealand www.foodstandards.gov.au/
 Nutrition Australia Queensland www.naqlld.org

Reading Food Labels

Reading food labels can be confusing but having an understanding of the information provided can help you to make informed choices about the foods you provide in your OSHC service. The information below explains how to interpret the key elements found on a food label.

Legal requirements

It is a legal requirement that all packed foods contain at least the following information:

- Name of the food
- Name and business address of the manufacturer or importer
- Country of origin of the food
- Lot identification (or date coding)
- Nutrition information panel
- Ingredients list
- Warnings about the presence of major allergens in foods (however small the amount)
- A date marking such as a use-by date or best-before date

Nutrition information panel

All packaged foods must include a nutrition information panel. Exceptions to this are foods in very small packages, foods made and packaged at the point of sale and foods with no significant nutritional value like herbs, spices, tea and coffee.

Nutrition information panels must provide information on the amount of:

- Energy (kilojoules)
- Protein
- Total Fat
- Saturated Fat
- Total Carbohydrate (including sugars)
- Sugars (includes added sugar and sugar that is naturally present)
- Sodium

Instructions for reading food labels

Always look at the per 100g column (this allows for comparison between products):

Example Cruskits

Fat: aim for the lowest saturated fat content when comparing products.

Sugar: aim for the lowest sugar content when comparing products. Look for products with less than 10g of sugar per 100g. If the product contains fruit allow 20g of sugar per 100g.

Fibre: Aim for the highest fibre content. If a product contains 3-6g of fibre per serve then this is a 'high' fibre content.

Salt: Aim for the lowest sodium content when comparing products. Try to choose "low salt" or "reduced salt" products. Look for products with less than 300mg sodium per 100g. The definition of "low salt" is less than 120mg of sodium per 100g.

NUTRITION INFORMATION		
Servings per package: 10		
Serving size: 12.5g (2 biscuits)		
	Per Serve	Per 100g
Energy	225 kJ	1800 kJ
Protein	1.3 g	10.3 g
Fat		
- total	1.4 g	11.3 g
- saturated	0.9 g	7.3 g
Carbohydrate		
- total	8.6 g	69.1 g
- sugars	0.4 g	3.3 g
Dietary Fibre	0.5 g	4.1 g
Sodium	96 mg	768 mg

It can be a good idea to check the 'servings per package' as often foods are labelled to have more servings per package than what you would naturally assume (eg – a 500mL bottle of flavoured milk contains two servings per pack, however they are often consumed as one serve).

Ingredients list

The ingredients list is normally found at the bottom of the nutrition information panel. Ingredients are listed in order from the largest contributor (by weight) to the smallest and will include added water. The percentage of key ingredients will also be noted. Look for products with fat, sugar and salt (sodium) listed towards the end of the ingredients list if the product contains them at all. It is also important to be aware that fat, sugar and salt are often referred to by different names. The following table may help you to identify these ingredients.

SUGAR	FAT	SALT
Corn syrup	Baking margarine	Baking powder
Dextrose	Butter	Booster
Disaccharides	Chocolate	Celery salt
Fructose	Cocoa butter	Garlic salt
Glucose	Coconut cream/ coconut milk	Sodium
Golden syrup	Copha	Meat or yeast extract
Honey	Cream	Onion salt
Invert sugar	Dripping	Monosodium glutamate (msg)
Lactose	Hydrogenated fat	Rock salt
Malt extract	Kremelta	Sea salt
Maltose	Lard	Sodium bicarbonate
Molasses	Milk solids	Sodium metabisulphate
Monosaccharides	Oils	Sodium nitrate/nitrite and stock cubes
Raw sugar	Shortening	
Sucrose		

Allergen warning

Some ingredients or components of ingredients in a food can cause severe allergic reactions in some people even if only small traces of ingredients are in the product. All ingredients (even if only in very small amounts in a product) must be declared on the label. This declaration normally appears in the ingredients list. Examples of common allergen ingredients include peanuts and other nuts, seafood, fish, milk, gluten, eggs, sesame and soybeans. Any foods containing sulphite preservatives must also declare this information if they contain 10 milligrams per kilogram or more of added sulphites as this level may trigger attacks in asthmatics.

Food additives

Food additives may be used in foods for a number of different purposes such as making processed foods easier to use or ensuring food is preserved safely and shelf life extended. In margarine for example, emulsifiers are used to make the product more spreadable and preservatives are often added to bread to improve its shelf life.

All food additives must be assessed by FSANZ (Food Standards Australia New Zealand) to identify if they are safe for consumption and to identify the amount of an additive in food that is a safe level for consumers. Additives must have a specific use in the food product and must be used in the lowest possible quantity. Food additives must be included in the ingredients list so that people with sensitivities to particular additives can be aware of their presence in a product. They can be listed using either their functional name and full chemical name, e.g. – antioxidant (ascorbic acid), or functional name and number, e.g. – antioxidant (300). A full list of numbers and additives can be obtained from the FSANZ website at <http://www.foodstandards.gov.au/consumerinformation/additives/>.

Date marking

Foods with a shelf life less than two years must have a use-by date or best-before date. An exception to this rule is bread which can be labelled with a baked on date if the shelf life is less than seven days.

- **Used-by date:** is found on foods that cannot be consumed after a certain date for health and safety reasons
- **Best-before date:** is found on foods that may still be safe to consume after this date but may have lost quality or nutritional value

Storage instructions

If specific storage conditions are required for a product to last until its best-before or used-by date then they must be included on the label. For example, “refrigerate once opened”.

Food recall information

Although uncommon, every year in Australia foods are recalled for fears that they are unsafe or unsuitable for consumption. In such instances the name and business address of the manufacturer or importer as well as the lot identification of the food item is used to make food recall more efficient and effective. Details of food recalls in Australia can be found on the FSANZ website at:

www.foodstandards.gov.au

Menu Development

The following is an example of the process school age care services may follow to develop their menu from start to finish.

- 1.** Determine who will be responsible for facilitating the menu development as well as how the process may be shared among the team of educators. This should be discussed and agreed at a team meeting.
- 2.** Determine the types of meals/snacks the service will offer (breakfast, afternoon tea, late snack), taking into consideration budget and the facilities available for food preparation, cooking/reheating, etc.
- 3.** Determine the meals that will be included on the menu (breakfast, afternoon tea and/or morning tea and lunch during vacation care) and how many weeks the menu will cover (the menu cycle). Identifying these important elements will help make the task of developing a menu easier as food preparation, activities and shopping can be planned in advance.
- 4.** Determine how educators, children and families will be involved. Discussion at team meetings should focus on strategies and processes for collaborating with children and families about menu choices (i.e. informal discussions, formal surveys etc).
- 5.** Discuss how information about special dietary requirements, culturally appropriate food and children's food preferences are currently collected. Determine a process for ensuring children's information is updated regularly (e.g. how often is enrolment information updated?).
- 6.** Determine processes for ensuring all relevant dietary information is communicated to educators and used as a base for planning the service menu. A variety of strategies may be used to ensure information is available to all educators such as communication books as well as signs and posters in the kitchen and/or office/staff room.
- 7.** Collaborate with children and families to obtain resources that can be used in menu development such as recipe books, internet recipe sites, favourite recipes, etc.
- 8.** Use the Food Variety List Template to create a healthy breakfast and afternoon snack, for each day of the menu cycle

Try to include a wide variety of nutritious foods from the five food groups everyday:

- o vegetables, including different types and colours, and legumes/beans
- o fruit
- o grain (cereal) foods
- o lean meat and poultry, fish, eggs, nuts and seeds, and legumes/beans
- o milk, yoghurt, cheese and/or their alternatives
- o Include water as a drink

9. Using the Weekly Menu Template, record the breakfast foods and afternoon snacks for each day and display for families and children to see. Have the menu available a week in advance to allow all stakeholders (children, families and educators) the opportunity to provide feedback.
10. Evaluate the menu afterwards, taking into consideration feedback obtained from all stakeholders. Ensure suggestions for improvement are documented and changes implemented.

Menu development tool

The Food Variety List is a great tool for helping to create a well-balanced menu for your service, incorporating a wide variety of nutritious foods from the five food groups every day.

This list is not exhaustive and you can add your own choices. Printing it out and laminating it will make it readily available for quick reference and allows children to actively assist with menu planning. The Food Variety List may also be helpful in developing a list of frequently purchased items for a shopping list.

How to use the menu development tools

To create a menu for the day using the Food Variety List, simply select items from each food group column, making sure to select a variety of food from each of the food groups throughout the day. The daily menus created using the Food Variety List can then be transferred onto the Weekly Menu Template and displayed for children and families.

Food Variety List

Choose a Grain (cereal) item (include a variety throughout the day)	Add some Vegetables (include a variety throughout the day)	Add some Fruit (include a variety throughout the day)	Add some Lean meat or Alternatives (include a variety throughout the day)	Add some Milk, Yoghurt and Cheese (include a variety throughout the day)	and include water to drink
Breakfast cereal Weetbix Sultana bran Corn flakes Other Porridge Pasta Rice Noodles Crackers Rice cakes Bread/Toast Wholegrain Wholemeal Raisin Wraps/tortillas English Muffin Pikelets Flour (wholemeal) Polenta Couscous Other	Baby spinach Beans Broccoli Cabbage Capsicum Carrots Celery Corn Lettuce Mushroom Onion Peas Snow peas Spinach Sweet potato Tomato Zucchini	Apples Apricots Bananas Blueberries Frozen Berries Fruit Salad Grapes Kiwi Fruit Lemon Lime Lychees Oranges Other Fruit Pears Pineapple Plums Rockmelon Strawberries Watermelon	Baked beans Beef Chicken Chickpeas Eggs Hummus Lamb Lentils Mince Tuna Turkey	Cheese Cottage cheese Cream cheese Milk Ricotta Soy Milk Yoghurt	Water

Menu Development - Example 1

Here is an example of a breakfast menu (highlighted in blue) and an afternoon tea snack menu (highlighted in orange) developed using the menu development template as a guide..

Breakfast: Breakfast burritos with seasonal fruit:

- Grains (cereals) column - wholegrain tortilla
- Vegetables column - tomatoes, baby spinach and mushrooms
- Meat and Alternatives column - eggs (scrambled)
- Milk, Yoghurt and Cheese column – grated cheese
- Fruit column - seasonal apples, grapes and rockmelon served on a platter
- Water to drink

Afternoon Tea: San Choy Bau served with a seasonal fruit platter:

- Grains (cereal) column - noodles
- Vegetables column - carrots, capsicum, cabbage, beans and lettuce to serve
- Meat and Alternatives column – lean beef mince
- Fruit column - bananas and rockmelon served on a fruit platter
- Water to drink

Choose a Grain (cereal) item (include a variety throughout the day)	Add some Vegetables (include a variety throughout the day)	Add some Fruit (include a variety throughout the day)	Add some Lean meat or Alternatives (include a variety throughout the day)	Add some Milk, Yoghurt and Cheese (include a variety throughout the day)	and include water to drink
Breakfast cereal Weetbix Sultana bran Corn flakes Other Porridge Pasta Rice Noodles Crackers Rice cakes Bread/Toast Wholegrain Wholemeal Raisin Wraps/tortillas English Muffin Pikelets Flour (wholemeal) Polenta Couscous Other	Baby spinach Beans Broccoli Cabbage Capsicum Carrots Celery Corn Lettuce Mushroom Onion Peas Snow peas Spinach Sweet potato Tomato Zucchini	Apples Apricots Bananas Blueberries Frozen Berries Fruit Salad Grapes Kiwi Fruit Lemons Lime Lychees Oranges Rockmelon Strawberries Pears Pineapple Plums Other Fruit Watermelon	Baked beans Beef Chicken Chickpeas Eggs Hummus Lamb Lentils Mince Tuna Turkey	Cheese Cottage cheese Cream cheese Milk Ricotta Soy Milk Yoghurt	Water Water

Menu Development - Example 2

Below is another example of a breakfast menu (highlighted in blue) and an afternoon tea snack menu (highlighted in yellow) that was developed using the menu development template as a guide.

Breakfast: Toast with Berrylicious smoothie:

- Grains (cereals) column - wholemeal toast
- Fruit column - frozen berries
- Milk, Yoghurt and Cheese column – reduced fat plain milk and yoghurt
- Water to drink

Afternoon tea: Sweet potato patties served with wholegrain crackers and a fruit and vegetable platter:

- Grains (cereals) column - wholegrain crackers
- Vegetables column - sweet potato, carrots, celery and onion
- Meat and Alternatives - chickpeas and eggs
- Fruit column - apples, kiwi fruit, grapes served on a fruit and vegetable platter
- Vegetables column - carrots, celery served on a fruit and vegetable platter
- Water to drink

Choose a Grain (cereal) item (include a variety throughout the day)	Add some Vegetables (include a variety throughout the day)	Add some Fruit (include a variety throughout the day)	Add some Lean meat or Alternatives (include a variety throughout the day)	Add some Milk, Yoghurt and Cheese (include a variety throughout the day)	and include water to drink
Breakfast cereal	Baby spinach	Apples	Baked beans	Cheese	Water
Weetbix	Beans	Apricots	Beef	Cottage cheese	Water
Sultana bran	Broccoli	Bananas	Chicken	Cream cheese	
Corn flakes	Cabbage	Blueberries	Chickpeas	Milk	
Other	Capsicum	Frozen Berries	Eggs	Ricotta	
Porridge	Carrots	Fruit Salad	Hummus	Soy Milk	
Pasta	Celery	Grapes	Lamb	Yoghurt	
Rice	Corn	Kiwi Fruit	Lentils		
Noodles	Lettuce	Lemon	Mince		
Crackers	Mushroom	Lime	Tuna		
Rice cakes	Onion	Lychees	Turkey		
Bread/Toast	Peas	Oranges			
Wholegrain	Snow peas	Other Fruit			
Wholemeal	Spinach	Pears			
Raisin	Sweet potato	Pineapple			
Wraps/tortillas	Tomato	Plums			
English Muffin	Zucchini	Rockmelon			
Pikelets		Strawberries			
Flour (wholemeal)		Watermelon			
Polenta					
Couscous					
Other					

Sample Weekly Menu - example 1 & 2

(The daily menus developed from the above template can be placed into the weekly template below)

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School Care	Standard food items served daily				
	Food items provided for the day	Breakfast Burritos Seasonal fruits	Toast Berrylicious Smoothie		
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water
After School Care	Standard food items served daily				
	Food items provided for the day	San Choy Bau Seasonal fruit platter	Sweet potato patties Wholegrain crackers with fruit and vegetable platter		
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<p><input checked="" type="checkbox"/> Vegetables <input checked="" type="checkbox"/> Fruit <input checked="" type="checkbox"/> Grain (cereal) food <input checked="" type="checkbox"/> Lean meat and alternatives <input checked="" type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input checked="" type="checkbox"/> Vegetables <input checked="" type="checkbox"/> Fruit <input checked="" type="checkbox"/> Grain (cereal) food <input checked="" type="checkbox"/> Lean meat and alternatives <input checked="" type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input checked="" type="checkbox"/> Vegetables <input checked="" type="checkbox"/> Fruit <input checked="" type="checkbox"/> Grain (cereal) food <input checked="" type="checkbox"/> Lean meat and alternatives <input checked="" type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input type="checkbox"/> Vegetables <input type="checkbox"/> Fruit <input type="checkbox"/> Grain (cereal) food <input type="checkbox"/> Lean meat and alternatives <input type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Weekly Menu Template

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School Care	Standard food items served daily				
	Food items provided for the day				
	Drinks provided				
After School Care	Standard food items served daily				
	Food items provided for the day				
	Drinks provided			Milk and water	Milk and water

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<p><input type="checkbox"/> Vegetables <input type="checkbox"/> Fruit <input type="checkbox"/> Grain (cereal) food <input type="checkbox"/> Lean meat and alternatives <input type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input type="checkbox"/> Vegetables <input type="checkbox"/> Fruit <input type="checkbox"/> Grain (cereal) food <input type="checkbox"/> Lean meat and alternatives <input type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input type="checkbox"/> Vegetables <input type="checkbox"/> Fruit <input type="checkbox"/> Grain (cereal) food <input type="checkbox"/> Lean meat and alternatives <input type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>	<p><input type="checkbox"/> Vegetables <input type="checkbox"/> Fruit <input type="checkbox"/> Grain (cereal) food <input type="checkbox"/> Lean meat and alternatives <input type="checkbox"/> Milk, yoghurt, cheese and/or their alternatives</p>
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Sample Menu - Autumn/Winter

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday	
Before School Care	Standard food items served daily	Toast with choice of spreads - vegemite, peanut butter, nutella, honey, jam, cream cheese spread Wholegrain cereal: oats/porridge, bran flakes, muesli, whole wheat breakfast biscuits with reduced fat milk Fruit & or yoghurt				
	Food items provided for the day	Grilled ham, cheese, tomato, capsicum and mushroom on half a wholegrain English muffin		Scrambled egg on toast	Porridge	Grilled ham, cheese, tomato, capsicum and mushroom on half a wholegrain English muffin
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water
After School Care	Standard food items served daily	Platter of seasonal vegetables and fruits (vegie sticks and sliced fruit) Selection of spread sandwiches – vegemite, peanut butter, nutella, honey, jam, cream cheese spread				
	Food items provided for the day	Wholegrain sandwiches with choice of: • Chicken, salad and cheese, • Tuna, cheese and mayo, • Egg and/or lettuce	Savoury mince rolls (see recipe section for basic savoury mince recipe)	Toasted tortilla wraps with selection of: • Chicken, cheese and avocado • Ham, cheese, and tomato • Tuna, cream cheese and tomato (see recipe section)	Jacket potatoes with mince and cheese (see recipe section)	Healthy fried rice (see recipe section)
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Sample Menu - Autumn/Winter

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday	
Before School Care	Standard food items served daily	Toast with choice of spreads - vegemite, peanut butter, nutella, honey, jam, cream cheese spread Wholegrain cereal: oats/porridge, bran flakes, muesli, whole wheat breakfast biscuits with reduced fat milk Fruit and/or yoghur				
	Food items provided for the day	Egg and bacon rolls (see recipe section)	Spaghetti/baked beans on toast	Frittata muffins (see recipe section)		
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	
After School Care	Standard food items served daily	Platter of seasonal vegetables and fruits (vegie sticks and sliced fruit) Selection of spread sandwiches – vegemite, peanut butter, nutella, honey, jam, cream cheese spread				
	Food items provided for the day	Chicken chow mein with noodles (see recipe section)	Wholegrain sandwiches with choice of: <ul style="list-style-type: none"> • chicken, salad and cheese, • Tuna, cheese and mayo, • Egg and/or lettuce 	Tomato soup and toast (see recipe section) Apple and sultana wraps (see recipe section)	Munchy Macaroni Cheese (see recipe section)	Ham and tomato cheese scrolls (see recipe section)
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Sample Menu - Spring/Summer

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday	
Before School Care	Standard food items served daily	Toast with choice of spreads - vegemite, peanut butter, nutella, honey, jam, cream cheese spread Wholegrain cereal: oats/porridge, bran flakes, muesli, whole wheat breakfast biscuits with reduced fat milk Fruit and/or yoghurt				
	Food items provided for the day	Omelette with ham, cheese, mushrooms and tomato	Low fat fruit smoothie (see recipe section)			Berry Oaty Pikelets (see recipe section)
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water
After School Care	Standard food items served daily	Platter of seasonal vegetables and fruits (vegie sticks and sliced fruit) Selection of spread sandwiches – vegemite, peanut butter, nutella, honey, jam, cream cheese spread				
	Food items provided for the day	Mini quiches (see recipe section)	Wholegrain pita bread pockets with choice of: <ul style="list-style-type: none"> • Roast beef, chicken or tuna • Lettuce, tomato, cheese carrot, alfalfa sprouts 	Cheesy pinwheels (see recipe section)	Fruit kebabs (see recipe section) Rice crackers, water crackers and vege sticks with choice of: <ul style="list-style-type: none"> • Avocado and ricotta dip • Tzatziki dip • Mexi-bean dip (see recipe section)	Sandwich roll ups (see recipe section)
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Sample Menu - Spring/Summer

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard food items served daily	Toast with choice of spreads - vegemite, peanut butter, nutella, honey, jam, cream cheese spread Wholegrain cereal: oats/porridge, bran flakes, muesli, whole wheat breakfast biscuits with reduced fat milk				
Food items provided for the day	French toast (see recipe section)	Bran muffins (see recipe section)	Boiled dippy eggs with cheesy soldiers (see recipe section)		
Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water
Standard food items served daily	Platter of seasonal vegetables and fruits (vegie sticks and sliced fruit) Selection of spread sandwiches – vegemite, peanut butter, nutella, honey, jam, cream cheese spread				
Food items provided for the day	Fruit kebabs (see recipe section) Traffic light salad (see recipe section)	Avocado and tuna sushi sandwiches (see recipe section)	Selection of tinned fruit Rice crackers, water crackers and vege sticks with choice of: • Guacamole dip • Beetroot and yoghurt dip • Sweet corn relish dip (see recipe section)	Savoury scones (see recipe section)	Lavash bread roll ups spread with hommus, avocado or reduced fat cream cheese with choice of fillings: • Roast beef, chicken or tuna • Lettuce, tomato, cheese carrot, alfalfa sprouts
Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	Milk and water

Before School Care

After School Care

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

Sample Menu - International

Date from: / / Date to: / /

	Monday	Tuesday	Wednesday	Thursday	Friday	
Before School Care	Standard food items served daily	Toast with choice of spreads - vegemite, peanut butter, nutella, honey, jam, cream cheese spread Wholegrain cereal: oats/porridge, bran flakes, muesli, whole wheat breakfast biscuits with reduced fat milk Fruit and/or yoghur				
	Food items provided for the day		French Toast (see recipe section)	Hash browns (see recipe section)	Spanish omelette (see recipe section)	
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	
After School Care	Standard food items served daily	Platter of seasonal vegetables and fruits (vegie sticks and sliced fruit) Selection of spread sandwiches – vegemite, peanut butter, nutella, honey, jam, cream cheese spread				
	Food items provided for the day	Baked chicken spring rolls (see recipe section)	Muchos Nachos (see recipe section)	Pita chips and vege sticks with choice of: • Tzatziki dip • Mexi-bean dip • Yoghurt and chick pea dip (see recipe section)	Selection of tinned fruit Sushi (see recipe section)	Beef quesadillas with avocado smash (see recipe section)
	Drinks provided	Milk and water	Milk and water	Milk and water	Milk and water	

<p>Checklist Try to include a wide variety of nutritious foods from these five food groups everyday: (tick if included in daily menu)</p>	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives 	<ul style="list-style-type: none"> ✓ Vegetables ✓ Fruit ✓ Grain (cereal) food ✓ Lean meat and alternatives ✓ Milk, yoghurt, cheese and/or their alternatives
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Weekly Menu Evaluation

How was the food provided appropriate for each child? (e.g. quantity, cultural, health requirements)

How has menu planning proven to be effective? (e.g. sustainable meals, wastage, balanced choices)

Are there identified issues to be included on the Quality Improvement Plan?

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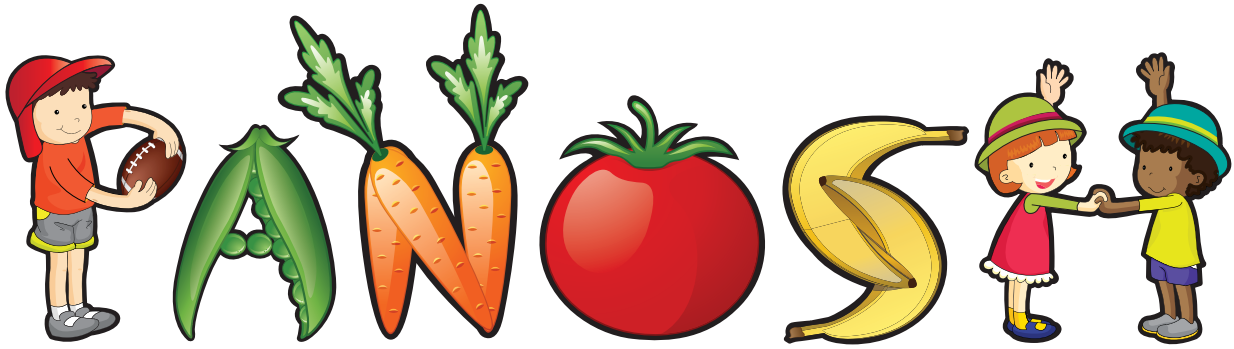
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Physical Activity & Nutrition Outside School Hours

Nutrition Section 3

Food Handling Preparation and Storage

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Food Handling Preparation and Storage

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PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

QCAN would like to acknowledge the contribution of Nutrition Australia Qld to this revision of the PANOSH resources

Why we need policies

Food poisoning is a serious health problem as it can cause severe illness and even death. The use of safe and hygienic food handling and storage practices can prevent food contamination and the transmission of bacteria and infectious disease. By having effective policies and procedures, OSHC services can ensure safe food practices by all food handlers.

Developing and reviewing policies

Documented food handling, preparation and storage policies should detail practice that is consistent with recommendations from recognised authorities. These practices should ensure the service transports, stores, handles, prepares and serves food and drinks safely and hygienically.

Each service needs their own policy and procedures, developed and reviewed in consultation with families, educators and children. A good policy will be:

- Consistent with the Education and Care Services National Law 2010, Regulations 2011 and the National Quality Standards as well as other relevant laws and regulations such as Qld Food Act (2006)
- Based on information from recognised authorities such as Australia New Zealand Food Safety Standards
- Developed and reviewed regularly in consultation with others (e.g. families, children, approved provider, educators)
- Specific to each service, ensuring quality and consistency in educator practices
- Promoted through inclusion in the Family Handbook and other service information.

Through the development of policies and procedures relating to food handling, preparation and storage the service can identify its food handling operations and the potential hazards that may reasonably be expected to occur.

'Food handling operation' is defined as any activity involving the handling of food and can include delivery, storage, preparation, cooking, chilling, reheating, serving, display and transportation (Australia New Zealand Food Standards Code).

What to include in a Food Handling and Storage Policy

The content of a Food Handling and Storage Policy needs to address relevant standards, laws and regulations, on both a local and national level, and include implementation practices and procedures. Content can be considered under headings such as:

- Food preparation facilities, equipment and utensils
- Safe food transportation
- Safe food preparation and serving
- Safe food storage
- Cleaning and sanitising

- Personal hygiene

Other considerations may include:

- Involving children in food safety
- Food safety relating to dietary allergies and/or intolerances
- Pest and vermin control

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – Each child’s health is promoted.</p> <p>Element 2.1.3 – Effective hygiene practices are promoted and implemented.</p> <p>Element 2.1.4 – Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.</p> <p>QA 3 – Physical environment</p> <p>Standard 3.1 – The design and location of the premises is appropriate for the operation of a service.</p> <p>Element 3.1.1 – Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p>	<p><u>Food preparation facilities, equipment and utensils</u></p> <p>An adequate supply of water must be available for activities that require water, such as washing equipment and utensils and/or cleaning preparation areas.</p> <p>Disposal units (rubbish or recyclable) must have lids to prevent access for pests and vermin. They must be emptied and cleaned effectively daily.</p> <p>Clearly designated ‘hand washing only’ facilities must be located in or near the food preparation area and include soap and single use paper towels.</p> <p>Food equipment used (e.g. cutting boards, bowls, knives, etc) are able to be effectively cleaned and sanitised.</p> <p>Eating and drinking utensils are able to be easily and effectively cleaned and sanitised and checked regularly to ensure they are not chipped, broken or cracked.</p> <p>Provision of adequate storage space for items that may be a source of food contamination, including chemicals. Storage must be located in an area where there is no likelihood of stored items contaminating food or food preparation surfaces.</p>	<ul style="list-style-type: none"> • Easy access to hot and cold running water allows frequent hand washing during food preparation and to keep the food preparation equipment and areas clean. • Paper towels or hand blowers are used for hand drying. • Rubbish bins have ‘foot pedal’ opening lids that shut securely, to minimise cross contamination and prevent access to pests or vermin. • Cutting boards are cleaned and sanitised between uses. For best practice, use colour coded boards for different food types. • A routine for cleaning and sanitising food equipment and utensils has been developed and implemented with completed records kept on file. • Chemicals are stored in a locked cupboard with signage, inaccessible to the children. All chemicals are stored in their original container with Safety Data Sheets on hand.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.2 - Healthy eating and physical activity are embedded in the program for children.</p> <p>Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>Standard 2.3 – Each child is protected</p> <p>Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – Respectful and supportive relationships with families are developed and maintained.</p> <p>Element 6.1.3 – Current information about the service is available to families.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.3 – Administrative systems enable the effective management of a quality service.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p><u>Safe food transportation</u></p> <p>Cross contamination - occurs when food poisoning bacteria are transferred from raw food to ready-to-eat food, if transported incorrectly.</p> <p>Temperature control – considerations need to be given to the length of time the food will be transported. Chilled foods need to be kept cold at 5°C or less and hot food needs to be kept at 60°C or hotter.</p> <p>2 hour/4 hour rule – tells you how long potentially hazardous foods can be safely held at temperature in the danger zone (between 5°C and 60°C) as it takes time for food poisoning bacteria to grow to unsafe levels.</p> <p>If potentially hazardous foods have been left in the temperature danger zone for:</p> <ul style="list-style-type: none"> • Less than 2 hours – it must be used or refrigerated; • A total of longer than 2 hours but less than 4 – it must be used immediately; • A total of 4 hours or longer – it must be thrown out. <p>Excursions:</p> <ul style="list-style-type: none"> • If children are supplying their own food, information to be provided to families with suggestions for keeping their child’s packed lunch cool; • Food supplied by the service is transported in accordance with recognised guidelines, using insulated bags or cooler boxes. 	<ul style="list-style-type: none"> • When doing the grocery shopping, if possible, go directly back to the service from the supermarket. • When transporting the grocery shopping, potentially hazardous foods are transported using insulated cooler boxes or bags which may include ice and/or ice bricks. • Chilled and frozen goods are put into the refrigerator or freezer immediately upon return from shopping. • Raw food and ready to eat food are kept separate during transportation. • The 2 hour/4 hour rule is applied to perishable foods that have been left at room temperature. • When taking prepared foods to a venue, ensure the food is packed in insulated containers or boxes at the last possible opportunity. • Once arrived at the venue, ensure the cooler box, bags and lunchboxes are removed from the bus as soon as possible and kept in a shaded area. • Prior to vacation care, information fliers are provided to families with suggestions for keeping lunchboxes cool and fresh.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Education and Care Services National Regulation (2011)

Part 4.2 Children's Health and Safety

77 Health, hygiene and safe food practices

- (1) The approved provider of an education and care service must ensure that the nominated supervisor and staff member of, and volunteers at, the service implement-
- (a) adequate health and hygiene practices; and
 - (b) safe practices for handling, preparing and storing food- to minimise risks to children being educated and cared for by the service.

(These same regulations further apply to the nominated supervisor.)

QA 1 – Educational program and practice

Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child's learning

CONSIDERATIONS

Safe food preparation and serving

Preparation includes preparing food for cooking, packaging, reheating, serving or sale.

Cross contamination - occurs when food poisoning bacteria are transferred from raw food to ready-to-eat food, during preparation.

Temperature control – considerations need to be given to the length of time the food will be waiting and how the food is to be presented. Chilled foods need to be kept cold at 5°C or less and hot food needs to be kept at 60°C or hotter.

2 hour/4 hour rule – tells you how long potentially hazardous foods can be safely held at temperature in the danger zone (between 5°C and 60°C) as it takes time for food poisoning bacteria to grow to unsafe levels.

If potentially hazardous foods has been left in the temperature danger zone for:

- Less than 2 hours – it must be used or refrigerated;
- A total of longer than 2 hours but less than 4 – it must be used immediately;
- A total of 4 hours or longer – it must be thrown out.

The service's facilities, equipment and utensils must be appropriate to the size of the service and number of children being catered for.

PRACTICES & PROCEDURES

- To prevent cross contamination, raw food is kept separate from cooked and ready-to-eat food.
- Different knives, chopping boards and other equipment is used for raw food and cooked or ready-to-eat food. If this is not possible, equipment is thoroughly washed in hot soapy water and sanitised between uses.
- All fruit and vegetables are thoroughly rinsed in clean water to remove any soil, bacteria, insects and/or chemicals.
- Food just cooked is loosely covered and left at room temperature to stop steaming. As soon as food has stopped steaming it is immediately stored in the refrigerator or freezer.
- Packaged foods are strictly cooked or reheated in accordance with the directions on the label.
- Frozen food is thawed in a tray on the bottom shelf of the refrigerator and kept in the fridge until it is ready to be cooked. Thawed food is not to be re-frozen. Microwaves may be used to thaw frozen foods however, the food must be cooked immediately after defrosting
- Separate, clean utensils will be used for serving different food types. Food servers wearing gloves limit themselves to one food type only unless changing gloves.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 2 – Children’s Health and Safety Standard 2.1 – Each child’s health is promoted. Element 2.1.1 – Each child’s health needs are supported Element 2.1.3 – Effective hygiene practices are promoted and implemented. Element 2.1.4 – Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines</p> <p>Standard 2.2 - Healthy eating and physical activity are embedded in the program for children. Element 2.2.1 - Healthy eating is promoted and food and drinks provided by the service are appropriate for each child.</p> <p>QA 3 – Physical environment Standard 3.1 – The design and location of the premises is appropriate for the operation of a service. Element 3.1.2 – Premises, furniture and equipment are safe, clean and well maintained.</p> <p>QA 4 – Staffing arrangements Standard 4.2 – Educators, Co-ordinators and staff members are respectful and ethical. Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p>	<p>Food preparation areas, equipment and utensils must be clean and free from contaminants with separate, clean utensils used for serving foods.</p> <p>Single use items, such as plastic plates, cups or cutlery, are disposed of after use.</p> <p>Educators have adequate and appropriate skills and knowledge relating to the service’s policies and procedures on food handling, preparation and storage.</p> <p>Educators have opportunities for training related to food handling techniques and the requirements of food safety.</p> <p>Educators have an awareness of safety issues when involving children in cooking and food preparation activities.</p> <p>Educators practice good personal hygiene.</p>	<ul style="list-style-type: none"> Educators receive training relating to food safety during orientation and induction and as part of their ongoing job role. Educators are made aware of children with specific dietary/allergy related issues and strategies are in place to identify these children. Food safety is a regular agenda item at team meetings. Educators and/or children who are unwell do not take part in any food preparation activities. To assist with the development and enhancement of life skills, children are encouraged to help with food preparation and serving. Educators’ role model and encourage children to use effective hand hygiene when handling and preparing food. Educators engage in conversations with children discussing food handling and hygiene issues.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 5 – Relationships with children</p> <p>Standard 5.2 – <i>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</i></p> <p>Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – <i>Each child’s health is promoted.</i></p> <p>Element 2.1.1 – Each child’s health needs are supported</p>	<p><u>Safe food storage</u></p> <p>Raw meats, poultry and seafood should be kept separate from cooked food and food that is to be eaten raw.</p> <p>Store food in the refrigerator or freezer in containers with lids or covers such as plastic wrap.</p>	<ul style="list-style-type: none"> • To prevent contamination of other foods, raw meat, poultry and seafood are stored on the bottom shelf of the refrigerator, or in a drip tray. • All perishable food is stored in the refrigerator.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 3 – Physical environment Standard 3.1 – The design and location of the premises is appropriate for the operation of a service. Element 3.1.1 – Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p>	<p>If storing insulated lunch boxes/bags in the refrigerator, the lids should be unzipped and lids left open to ensure food is kept at the right temperature.</p> <p>Alternatively, children's food is taken out of the insulated lunch box/bag, labelled and stored in the refrigerator, as per the storage requirements above.</p> <p>Be aware of the 'temperature danger zone' (between 5°C and 60°C), and limit the time food may spend at these temperatures.</p> <p>Store and handle refrigerated or frozen food according to any directions on the label.</p> <p>The temperature of refrigerators and freezers must be checked and recorded at least daily, using a food or refrigerator thermometer.</p> <p>The task of cleaning the refrigerator and/or freezer is included on the regular cleaning schedule.</p> <p>Regular pest and vermin maintenance should be conducted to reduce the likelihood of food contamination.</p>	<ul style="list-style-type: none"> • All foods stored in the refrigerator are either in containers or covered with plastic wrap. • Lunchboxes are clearly labelled with the child's name. Lunchbox items are also clearly labelled if stored out of the lunchbox. • Keep hot food steaming hot or chill quickly. Hot food must be kept at 60°C or above until served. • Refrigerate or freeze food that is prepared well in advance and reheat to 60°C or above before serving. • Keep cold food cold in the refrigerator at 5°C or less or in the freezer at -15°C or less. • The temperature of the refrigerator and freezer are checked and recorded on a daily basis. • The service refrigerator is cleaned regularly with perishable items discarded if necessary. • Non-perishable foods stored in the cupboard are in air tight containers designed for the storage of food. • Before use, packaged foods will be checked to ensure they are not past their 'best before' or 'use by' date.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 1 – Educational program and practice

Standard 1.1 – *An approved learning framework informs the development of a curriculum that enhances each child's learning and development.*

Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child's learning

QA 2 – Children's Health and Safety

Standard 2.1 – *Each child's health is promoted.*

Element 2.1.1 – Each child's health needs are supported.

Element 2.1.3 – Effective hygiene practices are promoted and implemented.

Element 2.1.4 – Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines

QA 3 – Physical environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

Element 3.1.2 – Premises, furniture and equipment are safe, clean and well maintained

QA 4 – Staffing arrangements

Standard 4.2 – *Educators, Co-ordinators and staff members are respectful and ethical.*

Element 4.2.1 – Professional standards guide practice, interactions and relationships.

CONSIDERATIONS

Cleaning and sanitising

A high standard of cleanliness and hygiene of food preparation areas, equipment and utensils must be maintained to ensure food safety. Vehicles, cooler boxes, eskys etc used to transport food must also be kept in a state of cleanliness and repair.

Cleaning – a process to remove all visible food waste, dirt, grease and other unwanted deposits from a surface.

- To effectively clean something water, detergent and active scrubbing of the surface are required, either manually or mechanically (dishwasher).
- A detergent is a surface active chemical that assists in the breakdown and removal of grease, dirt and other similar particles from a surface.

Sanitising – a process that significantly reduces micro-organisms to a level that is hygienic but not sterile.

- Sanitisation is usually achieved by the use of a chemical agent (sanitiser) or very hot water (>77°C) or steam.

Cleaning and sanitising should be done as two separate processes. A surface needs to be thoroughly cleaned before it is sanitised as sanitisers are unlikely to be effective in the presence of food residues and detergents.

PRACTICES & PROCEDURES

- A cleaning schedule identifying food preparation areas and equipment is developed and implemented.
- A cleaning and sanitising procedure for all food equipment and utensils is developed and implemented in accordance with recognised guidelines.
- All equipment and utensils coming into contact with food are sanitised using a chemical sanitiser, very hot water or steam.
- All food equipment and utensils will be allowed to drip dry where possible, if not, clean dry tea towels will be used. Tea towels should not be used for drying hands or cleaning and should be changed regularly.
- Dishcloths and/or brushes will be rinsed clean after use and hung up to dry.
- Cleaning cloths are colour coded for various tasks (e.g. washing dishes, cleaning spills, cleaning bathroom etc).
- Rubbish bins are large enough for the amount of waste, emptied and cleaned daily.
- Kitchen and dining area floors are swept and washed on a daily basis.
- Appliances such as toaster, microwave and oven are cleaned regularly to prevent build up of food and bacteria.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 7 – Leadership and service management</p> <p>Standard 7.3 – Administrative systems enable the effective management of a quality service.</p> <p>Element 7.3.2 – Administrative systems are established and maintained to ensure the effective operation of the service.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		
<p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.1 – Each child’s health is promoted.</p> <p>Element 2.1.1 – Each child’s health needs are supported.</p> <p>Element 2.1.3 – Effective hygiene practices are promoted and implemented.</p> <p>Element 2.1.4 – Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines</p> <p>QA 4 – Staffing arrangements</p> <p>Standard 4.2 – Educators, Co-ordinators and staff members are respectful and ethical.</p> <p>Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p>	<p><u>Personal hygiene</u></p> <p>Educators practice effective hand hygiene procedures.</p> <p>The provision of single use gloves for food preparation.</p> <p>Ensure educators handling and/or preparing food are in good health and not suffering from any illness or disease.</p> <p>Educators with any cuts, scratches or lesions have them covered with a waterproof dressing and a glove.</p> <p>Educators to be aware of the clothing requirements for their specific job role. Protection equipment such as aprons and/or gloves may be supplied.</p>	<ul style="list-style-type: none"> • Educators/children will wash hands prior to food handling, using the designated hand washing facility. • Hands must be washed with soap and running water and thoroughly dried on a single use paper towel. Hand rubs may be used if running water is inaccessible. • Hand washing posters are displayed near and around the hand washing facilities in the food preparation areas and bathrooms. • Educators’ role model and encourage children to use effective hand hygiene when handling and preparing food. • Educators engage in conversations with children discussing food handling and hygiene issues.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 5 – Relationships with children</p> <p>Standard 5.2 – <i>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</i></p> <p>Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>Educators to be aware of minimum jewellery requirements as they relate to their specific job role.</p> <p>Strategies are in place to support educators with long and/or facial hair to ensure cross contamination doesn't occur such as hair nets.</p>	<ul style="list-style-type: none"> • Educators receive training relating to food handling and personal hygiene during orientation and induction and as part of their ongoing job role. • Food safety and hygiene procedures and processes are a regular agenda item at team meetings. • Educators and/or children who are unwell will not take part in any food preparation activities.

Preventing Food Contamination

Food that causes illness may not look, smell or taste any different and it may take up to three days or longer after eating contaminated food to become sick. Sickness caused by consuming contaminated food is called 'food poisoning' or more correctly a 'food-borne illness' and usually occurs within 8 hours. Nearly always, food-borne illness can be easily prevented by following effective safe food handling and hygiene procedures.

TYPES OF FOOD CONTAMINATION

Food can be contaminated by physical objects, chemicals, or bacteria transferred to the food either through poor handling practices or from another food source. This is known as cross-contamination.

Physical contamination

Physical contamination is caused by foreign objects entering food during the food preparation or service process and generally results in an injury rather than an illness. Physical contamination can come from a number of sources and can include items such as:

- glass, plastic or ceramic fragments from staff using chipped utensils or containers in the preparation or serving of the food
- dust from poor cleaning
- metal shavings from slicers and mincers
- hair or a bandaid falling into food; or
- pest infestation

Premises can also pose a physical food hygiene risk — dust from air conditioning vents, peeling paint and chipped tiles can end up in food.

Chemical contamination

Chemical food poisoning is caused by the presence of toxic chemicals in food. Examples of chemicals that may contaminate food include pesticides, insecticides, rat poison, cleaning agents, or chemicals resulting from a chemical reaction between food and inappropriate storage containers, e.g. galvanised cans.

Bacterial contamination

People, animals or pests can all cause bacterial contamination. The number of bacteria needed to make us sick depends on the type of bacteria and how strong our immune system is. Some bacteria can cause food poisoning with only a small amount in food, while others need to multiply to very large numbers to cause illness. People who are very young, elderly or who are already sick are more at risk of food poisoning because of their immature or compromised immune system.

Poor food handling and hygiene practices can result in food being contaminated by bacteria. Examples of how this could occur include:

- poor personal hygiene such as food handlers coughing or sneezing over food or not washing hands after eating or using the toilet
- food not being protected during serving of the food, or self-service (e.g. children serving themselves from large platters and/or sharing serving utensils) - not being supervised
- pest infestations

- poor storage practices resulting in food being open to contamination; or
- animals on food premises

The germs that cause food poisoning are EVERYWHERE including:

- Skin, saliva, nostrils, hair, faeces, urine
- Cooking utensils, on and in refrigerators, kitchen work surfaces, taps
- Rubbish bins, dirt
- Food packets on shelves
- Animals and insects
- Food, especially raw foods e.g. raw meat, fish, chicken and vegetables
- Clothing
- Dish cloths and tea towels

There are four things bacteria need to multiply:

- Food – particularly raw and cooked chicken, meat, fish, eggs, dairy foods, shellfish, sauces, salad dressing, cooked pasta and rice, cut fruit and vegetables
- Moisture – all living things need moisture to grow
- Right Temperature – bacteria grow at temperatures between 5°C and 60°C (the danger zone). The ideal temperature for bacterial growth is body temperature (37.5°C) but they also grow at room temperature (20°C)
- Time – bacteria double in number every twenty to thirty minutes. One bacterium that divides every twenty minutes will have produced 2 million bacteria after seven hours and 4.4 billion after fourteen hours

Keep food out of the danger zone, which means storing it at or below 5°C or above 60°C. If food is within the danger zone for an extended length of time, bacteria are given the perfect opportunity to multiply.



STEPS TO PREVENT FOOD POISONING

It is important to always perform safe food handling and hygiene practices when working with food. Following these simple steps can ensure you keep food safe:

Adequate food preparation equipment and facilities

- Easy access to hot and cold running water, enabling frequent hand washing during food preparation and allowing food preparation equipment and areas to be easily cleaned.
- A dishwasher or double bowl sink is recommended to thoroughly clean plates and cups. Dishwashers sanitise plates and utensils because of the high temperatures they operate at. If a dishwasher is not available, using a recognised cleaning and sanitising process is recommended, including allowing dishes to air dry.
- Soap and single use towels for hand washing. Washing hands with soap helps remove bacteria. Re-using towels and tea towels can spread infection.
- A refrigerator large enough to store all perishable foods, with regular monitoring of the inside temperature using a refrigerator thermometer.
- Check all equipment and utensils are in good condition. Dispose of any that have cracks, crevices or chips that can harbour germs. All cutting boards should be scrubbed regularly in hot soapy water, sanitised and allowed to air dry completely.
- Sufficient supplies of food handling equipment such as gloves and tongs are available.

Good personal hygiene

- Educators should not prepare or handle food when sick. Children who are sick should not participate in cooking or food preparation activities.
- Washing hands reduces the possibility of contaminating food with bacteria from the hands. If gloves are worn when serving food, hands should be washed before putting on the gloves. Hands should be washed with soap and warm running water:
 - o Before handling food
 - o After going to the toilet
 - o After handling raw food, money or rubbish
 - o After smoking
 - o After touching ears, nose, mouth or hair
- Dry hands completely using paper or single use towels. To prevent germs spreading, do not use a dishcloth or tea towel.
- Use tongs or wear disposable gloves when handling cooked or 'ready to eat' food. Band-aids should be worn to cover cuts and sores in combination with single use gloves.
- Tie back hair, wear a hat or hair net to reduce the chance of hair falling into food.
- To comply with the Education and Care Services National Regulation and National Quality Standard 2.3.2, a tobacco, drug and alcohol free environment must be provided.

- Avoid sharing of food, plates, cups or utensils to limit the spread of germs. Serve foods on individual plates or use tongs to serve. Always use a clean spoon to taste food to avoid transferring bacteria to the food.

Safe food storage

- Keep perishable food cold during transportation e.g. from supermarket to your service. Place cold food in a cooler box or insulated bag with an ice pack/brick to make sure it stays cold during the entire journey. Immediately on arrival at the service, take food out of cooler box or insulated bag and place in the refrigerator or freezer.
- Refrigeration of perishable foods minimises bacterial growth. If foods are not to be used immediately place them in the refrigerator. Perishable foods that should be stored in the refrigerator include:
 - o Sandwiches (all fillings)
 - o Salads
 - o Pre-cooked meals (e.g. spaghetti bolognese, fried rice, meat and vegetables, quiche and pies)
 - o All dairy foods such as milk, custard, cheese and yoghurt
 - o Cut up fruit or fruit salad; and
 - o Fruit juice (unless the label states the food does not require refrigeration). Some drinks do not require refrigeration prior to opening, but must be refrigerated after opening. If unsure whether a food needs to be kept cool, it is best to store it in the refrigerator.
- Follow the 2hour/4hour rule when potentially hazardous food is left in the temperature danger zone (5°C-60°C). If potentially hazardous food has been left in the temperature danger zone for :
 - o Less than 2 hours – it must be used or refrigerated immediately
 - o A total of longer than 2 hours but less than 4 hours – it must be used immediately; and
 - o A total of 4 hours or longer – it must be thrown out
- To limit bacterial growth and keep perishable food at a safe temperature, ensure the refrigerator temperature is 5°C or lower.
- Store perishable food in sealed containers or covered properly to maintain quality and prevent cross contamination.
- Raw (uncooked) food contains more bacteria than cooked or processed food. To prevent cross contamination store cooked and raw food separately. Store raw food in a drip tray on the bottom shelf of the fridge or in the sealed section of your refrigerator (such as the fruit and vegetable drawers or meat keeper section) to ensure it doesn't drip on foods that are already cooked.
- Regularly check the freezer temperature is below -15°C to keep frozen foods in good condition. Defrost the freezer when ice builds up.
- Divide large amounts of food into smaller containers before storing in the refrigerator or freezer to allow the food to cool or freeze more rapidly.

- Store non-perishable foods (e.g. canned, dried foods) in a dry place. When non-perishable foods are opened and packages cannot be resealed, transfer food into a sealed container.

Safe food preparation

- Use separate equipment to prepare raw and cooked food (e.g. having separate cutting boards for raw meat and cooked meat). Using different coloured boards makes for an easy system. If it is not possible to have separate equipment for raw and cooked foods, ensure equipment is washed and sanitised thoroughly between uses.
- Wash fruit and vegetables well in clean water to remove any soil and bacteria.
- Always thaw frozen food in the refrigerator (on the bottom shelf or in the meat keeper draw), or in the microwave. If thawing food in the microwave, make sure it is used immediately. Do not thaw food on the kitchen bench or run frozen food under water to help it thaw.
- Thawed raw meat, chicken or fish cannot be refrozen unless cooked first. The cooked dish can then be frozen. Once this cooked dish has been thawed, it cannot be refrozen again.
- Limit the time food is kept in the temperature danger zone (5°C - 60°C) by keeping hot food hot and cold food cold.
- Food must not be re-heated more than once.
- Re-heat food as quickly as possible to at least 60°C, best practice is 75°C. A hot food thermometer may be used to determine the correct temperature.

Regular cleaning and sanitising

- Wash work areas and equipment with warm soapy water and rinse in hot water. If not using a dishwasher, it is necessary to wash up in water at 45°C and rinse in water at least 77°C.
- After washing, sanitise all work areas and equipment to destroy bacteria. Sanitisers include very hot water, diluted bleach (1 ¼ teaspoons bleach in 5 litres of water) or approved chemical sanitisers (be sure to follow manufacturer's instructions).
- Avoid using tea towels and allow equipment to air dry. Wipe up food spills with a paper towel then throw it away. If tea towels need to be used, ensure a clean tea towel is used each time. If used, tea towels should be cleaned and sanitised daily.
- Regularly clean appliances such as refrigerators, stoves, ovens and microwaves to reduce the opportunity for bacteria to grow.
- Keep floors clean by sweeping, washing and/or vacuuming daily.

The above points correspond with those listed in the Food Handling and Cleaning Practices Checklist included at the end of this section.

Implementing Safe Food Handling and Hygiene Practices

OSHC services that provide and/or handle food need to comply with relevant standards, laws and regulations including the Food Safety Standards developed by Food Standards Australia New Zealand (FSANZ) to provide effective and nationally uniform food safety legislation for Australia.

Every person who handles food has an important responsibility to maintain safe and hygienic food handling practices. Each service must therefore ensure that persons undertaking or supervising food handling activities have sufficient skills and knowledge in food safety and food hygiene matters relevant to the requirements of their position.

Policies and Procedures

Effective policies should detail procedures that are consistent with recommendations from recognised health authorities. These procedures should ensure the service purchases, transports, stores, handles, prepares and serves food and drinks safely and hygienically. Service policies should include (but not be limited to):

- Food preparation facilities and equipment
- Safe food storage
- Safe food preparation and serving
- Cleaning and sanitising
- Personal hygiene
- Communicating with families

Orientation and Induction

The service's orientation and induction process for new Educators should include practical instruction in the food handling and hygiene procedures of the service. This ensures all staff members are aware of, and confident in, the delivery of safe food handling and hygiene procedures. Practical instruction should include (but not be limited to):

- Personal hygiene
- Service's food handling practices
- Service's cleaning and sanitising procedures
- Related checklists and documentation (e.g. recording refrigerator temperatures daily)

Checklists

OSHC services are encouraged to develop checklists for different areas relating to food handling, hygiene and cleaning practices, for example:

- Incoming goods checklist – on arrival, checking use by dates, temperature, damage to packaging, etc
- Refrigerator temperature control log – daily checks to ensure refrigerator temperature is less than 5°C

- Cleaning and sanitising checklist – what's to be cleaned and sanitised, process to clean, how often and by whom
- Pest control log – when sprays are conducted, what chemicals were used, when pest control is to be repeated

Checklists act as a reminder and help ensure that tasks are being performed. They can be used to demonstrate compliance with food safety as well as with legislative requirements and if an incident occurs, completed checklists enable an easier investigation.

Checklists should also be used as a self-monitoring tool to ensure the service practices are adequate and consistent. Please refer to the Food Handling and Cleaning Practices Checklist at the end of this section of the resource.

Excursions

Effective implementation of safe food handling and hygiene procedures whilst on excursions can be challenging and may depend on the nature of the food being provided and the facilities available at the excursion venue.

When children are bringing their own lunch from home, information needs to be provided to families about the types of food to provide as well as the transportation and storage facilities that may be available. Insulated cooler bags and/or the use of ice bricks should be encouraged to ensure food remains safe.

When the service provides the food, its storage, transportation and preparation should be in accordance with the services' documented procedures as much as reasonably possible (depending on the facilities available at the venue). For example, hand washing may need to be replaced with the use of hand sanitiser rubs due to a lack of hand washing facilities at the venue. Prior to leaving the service, cold foods should be packed at the last minute into insulated cooler bags/boxes and removed from the bus at the first instance, once arriving at the venue. If attending an outside venue, cooler boxes should be placed in an undercover area, out of direct sunlight. Sufficient supplies of gloves as well as preparation and serving utensils and equipment also need to be taken.

Food Handling & Cleaning Practices Checklist

Use this checklist regularly to self-monitor your service's procedures. When you have completed this checklist, review all areas for issues of non-compliance and document further action required.

Facilities and Equipment

- Kitchen and eating areas are well lit, clean and free of dirt, debris and pests
- There is adequate seating or floor space for children to sit whilst eating
- Flooring is in good repair, easily and regularly cleaned
- There is access to hot and cold running water
- Equipment and facilities are provided for cleaning food utensils (e.g. sink or dishwasher)
- Equipment is in good working condition and is repaired or replaced as necessary
- Equipment is stored properly to prevent contamination
- There is sufficient refrigerator space for storing all perishable food
- A thermometer is in the refrigerator and/or freezer and is checked and recorded daily
- The interior refrigerator temperature is 5°C or lower
- The interior freezer temperature is -15°C or lower and food is frozen hard
- Cutting boards are in good condition with no cracks or crevices
- There are sufficient eating and drinking utensils to cater for the number of children in care
- There is an adequate supply of air-tight containers with lids
- Rubbish bins are located away from food preparation areas
- Rubbish bins are leak-proof, vermin proof and have tight-fitting lids

Purchasing/Transporting

- Use by and best before dates on perishable and packaged foods are checked on delivery and before use
- Foods in damaged wrappers, dented cans or broken packets are not purchased
- Frozen food is checked to ensure it is 'frozen' prior to purchase
- All food transported is covered and perishable foods are well insulated to ensure they are kept below 5°C
- Food is maintained and delivered at appropriate temperatures (e.g. hot foods are kept above 60°C and cold foods kept below 5°C).

Safe Food Storage

- All food is stored in areas designated for food storage
- Food removed from original container or packaging is labelled, dated and stored in a covered or sealed container
- All perishable food is stored in the refrigerator
- All food in the refrigerator is covered or in sealed containers
- Insulated lunch bags/boxes are not stored in the refrigerator unless the lids are unzipped and left open
- Raw meat is stored in a drip tray on the bottom shelf or in a sealed section of the refrigerator
- Hot food is kept steaming hot (60°C or above) or chilled quickly
- Cold food is kept cold (5°C or less), that is, in the refrigerator or freezer
- Hot food is placed in the refrigerator to cool once it has stopped steaming
- Large amounts of food are divided into smaller containers before refrigerating or freezing
- Non perishable foods are stored in sealed containers in a dry place

Safe Food Preparation and Serving

- Frozen foods are thawed in the refrigerator, defrosted in the microwave or thawed as part of the cooking process - not on the kitchen bench
- Thawed food is not refrozen
- Separate equipment (e.g. cutting boards and knives) is used to prepare raw and cooked foods
- Fresh fruits and vegetables are rinsed with water before serving or cooking
- Food is cooked thoroughly, especially meat, poultry, seafood and eggs
- Cooked food is only reheated once, as quickly as possible until steaming hot (above 60°C)
- Temperature of foods is checked using a probe thermometer
- Disposable gloves or tongs are used when handling and preparing food
- Appropriate serving utensils are used for all foods

Personal Hygiene

- Team members and children who are sick do not handle or prepare food
- Food handlers wash hands thoroughly with soap and running water and dry them completely with single use paper towels
- Disposable gloves are worn when handling cooked or 'ready to eat' food
- Appropriate hair restraints are used to ensure hair doesn't fall into food during preparation
- Children wash their hands before handling or eating food
- Children do not share food, plates, cups or utensils

Regular Cleaning

- Food preparation utensils and equipment are cleaned and sanitised according to guidelines from recognised authorities.
- All food preparation equipment and utensils are allowed to air dry.
- Appliances such as refrigerators, freezers, ovens and microwaves are cleaned regularly
- Floors are swept, mopped and/or vacuumed daily
- Tables used for eating are cleaned and sanitised before and after meal times
- Rubbish is disposed of daily
- A cleaning schedule is in place which identifies cleaning tasks, when they are to be completed and who is responsible.

FURTHER ACTION REQUIRED

Facilities and Equipment:

Purchasing/Transporting:

Safe Food Storage:

Safe Food Preparation and Serving:

Personal Hygiene:

Regular Cleaning:

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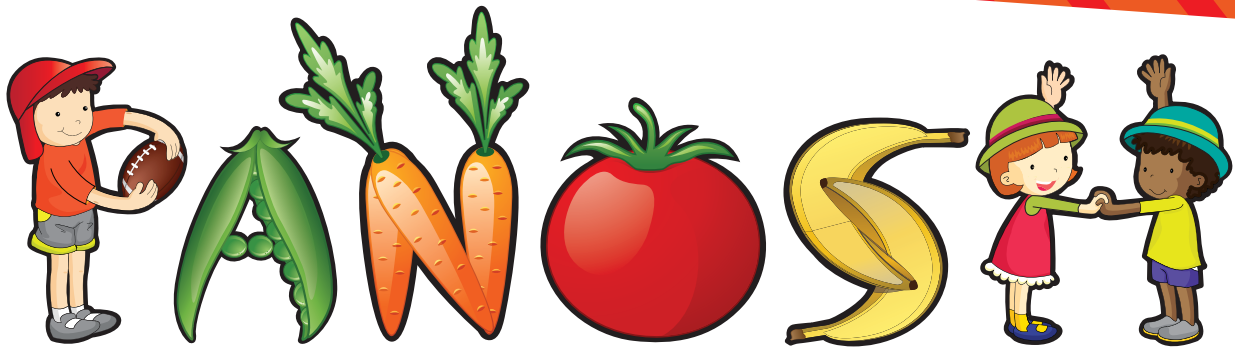
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Physical Activity & Nutrition Outside School Hours

Nutrition Section 4

Creating A Positive Eating Environment

CONTENTS

Creating A Positive Eating Environment

Pg 2

Creating A Positive Eating Environment

- Creating positive relaxed and enjoyable mealtimes
- Food as punishment/reward/comfort
- Exposure to healthy drinks
- Exposure to healthy food
- Role modeling

PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

QCAN would like to acknowledge the contribution of Nutrition Australia Qld to this revision of the PANOSH resources

Creating A Positive Eating Environment

Childhood years are a critical time for experiencing different foods and developing eating behaviours and food preferences. Mealtimes are an important occasion where children not only learn and develop eating habits, but also enjoy socialising. School age care services can help to promote children's development and wellbeing, by creating a positive, relaxed and enjoyable eating environment. This can be achieved by:

- Role modeling desirable behaviours
- Avoiding using food as a punishment, reward or comfort
- Exposing children to healthy food
- Exposing children to healthy drinks

Creating positive relaxed and enjoyable mealtimes

Mealtimes can be a great time for services to intentionally create an environment that promotes children's wellbeing and learning through social interactions and conversations about healthy lifestyles and good nutrition.

Services may use the following strategies to help create positive, relaxed and enjoyable mealtimes:

- Display a weekly menu detailing the foods to be provided, consistent with the Australian Dietary Guidelines incorporating the Australian Guide to Healthy Eating. This allows children and parents to make comments and suggestions on the menu. It also helps parents plan their child's meals for the rest of the day
- Engage children in routine food experiences such as menu planning, food preparation, serving and cleaning up. This helps to increase their interest in food and meal times. Simple tasks such as setting the table or spreading their own bread are examples of how children can be included
- Provide adequate and developmentally appropriate furniture and eating and serving utensils as well as clear and consistent guidelines around food and eating habits (e.g. sitting down while eating to minimise accidents and/or spills). This will ensure that children are comfortable whilst eating and aid in development of appropriate social eating behaviours
- Engage children in discussions about healthy lifestyles, including nutrition and safe food handling practices, helping children to understand the importance of healthy eating and food safety
- Vary the colours, textures and tastes of foods provided. Offering a variety of fresh (where possible) or alternatively frozen, dried or canned vegetables and fruit, different types of breads and cheeses. This will help children explore different foods and assist in the development of preferences for healthy foods
- Serve foods in interesting ways such as salad pita breads cut into pinwheels, fruit cut into shapes or fried rice with chopsticks. This will help make simple, healthy foods more interesting and increase their appeal
- Vary the eating environment to make meal times an enjoyable experience. For example: find a spot outside, take a picnic to the oval or create your own café using tablecloths and a bit of imagination

- Encourage children to try new foods and allow children to choose how much and what to eat from what is offered. Praise children for trying new foods and remember children may try new foods up to 10 times before they accept them
- Have the same expectations for staff if they are eating with children at mealtimes as they are an important role model for the children
- Gain feedback and suggestions from children and families for future menu ideas. This will ensure that foods provided are meeting their cultural and nutritional requirements as well as their taste preferences.

Food as punishment/reward/comfort

Children are sensitive to the messages they receive from adults close to them and school age care educators play an important role in promoting healthy eating habits. Using food for reward, comfort or as punishment can have a long term negative impact on eating practices and behaviour. It is important that children learn healthy eating habits and behaviour and that eating food with its many tastes, textures and flavours is an enjoyable part of the day that provides their bodies with the energy it needs to grow and be strong and for them to be healthy and happy.

Treating children with respect and praising them with words of appreciation are better motivators than rewards of food. Simple gestures like verbal acknowledgement (including in front of others), nods or smiles can mean a lot. These rewards affirm a child's worth as a person and identity at the service. Other non-food related rewards include: stickers, star charts, weekly awards, recognising a child's achievement in the newsletter, allowing children free time or listening to music.

Exposure to healthy drinks

To stay healthy and well hydrated children need plenty of healthy fluids every day. Water is the drink of choice recommended in the Australian Guide to Healthy Eating (AGHE) and is inexpensive and readily available from the tap. Water should always be accessible and regularly offered to children throughout the day, including at meal and snack times.

You can ensure children have access to water by providing:

- bubblers
- access to a tap with cups
- water jugs for self service, and
- encouraging children to bring their own water bottle, clearly labeled with their name

To increase the appeal of water you can serve it chilled, add fresh sliced fruit (such as lemon, lime or orange) or even add fruit frozen in ice cubes to add colour. It is also important to ensure you have adequate supplies of clean cups and discourage children from sharing drinks to prevent the spread of infections.

Plain milk is another healthy option. Not only is it a source of fluid but it also provides essential nutrients such as protein for muscles and calcium for strong bones. Although milk is healthy, it needs to be offered in the amounts recommended for children in the AGHE. Avoid offering too much milk (especially before meals), as children will fill up easily and may not be hungry for meals. Keep water as the main drink offered when children are thirsty.

Sweet drinks, including soft drink, cordial, sports drinks, flavoured mineral water and fruit drinks, are not part of a healthy diet and should not be offered to children while in your care. Most of these drinks offer little nutritional benefit and lots of unnecessary extra kilojoules that can fill children up, displacing the consumption of healthy foods. Consumption of sweetened drinks can increase the risk of tooth decay and dental erosion and is strongly linked with excess weight gain in children.

Exposure to healthy food

Children need plenty of healthy food every day to give them energy to stay active and provide them with a variety of nutrients to keep their bodies functioning at their best. You can refer to the AGHE to ensure that the foods provided at your school age care service are balanced and nutritious.

When you are creating your menu it is also important to offer foods that have a variety of colours, textures and tastes such as a variety of fresh (where possible) or alternatively frozen, dried or canned vegetables and fruit, and different types of breads and cheeses. This will help children explore different foods and assist in developing preferences for healthy foods.

Role modeling

Children learn lifestyle behaviours from the immediate role models around them and therefore school age care educators have a key role to play in encouraging healthy eating practices and safe food handling procedures. Children in your service see you as a role model, so it is important to set a good example in a number of ways:

- Sit with children to demonstrate and encourage healthy and appropriate social eating behaviours
- Encourage other educators to eat the same food as the children or maintain expectations that food and drinks consumed in front of children are healthy and nutritious
- Avoid discussing personal dislikes when eating with children
- Demonstrate appropriate safe food handling procedures such as washing hands before eating and tying hair back while preparing food.

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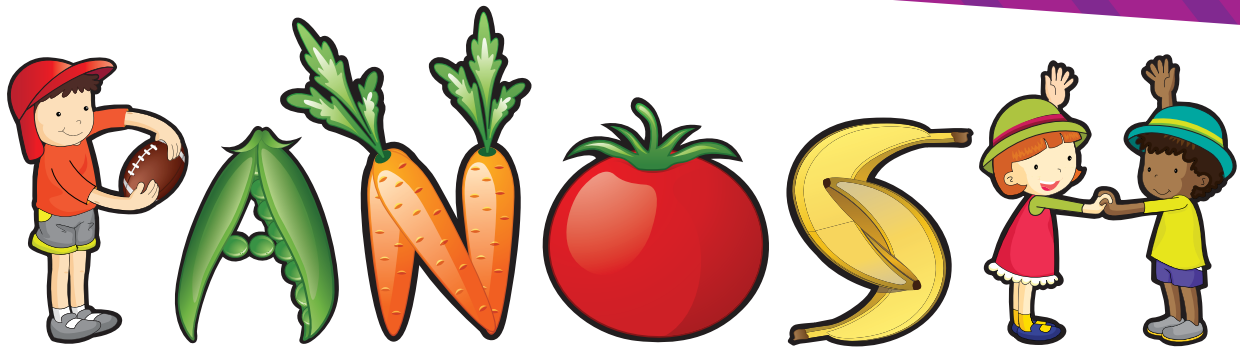
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Physical Activity & Nutrition Outside School Hours

Nutrition Section 5

Incorporating Food and Nutrition Activities

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Incorporating Food and Nutrition Activities

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- Pg 3** • Cooking equipment
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Incorporating Food & Nutrition Activities

Children are eager to experiment, explore, try new things and learn new skills. OSHC services provide the perfect environment to promote healthy lifestyle behaviours related to food choices, mealtimes and physical activity, and to explore different cultures in a positive, enjoyable way.

When children are involved in decisions about their own health and wellbeing they are more likely to understand the reasons for eating healthy foods and being physically active. The service can provide many opportunities for children to learn about healthy lifestyles and good nutrition through routine, planned and spontaneous experiences. Outlined below are suggested strategies for incorporating food and nutrition activities into your school age care program.

Menu planning

Get the children involved in planning the service menu on a regular basis. Using recipe books, previous menus and the guidelines outlined in this manual, have the children put together some suggestions for foods that can be incorporated into the service menu (ensure you consider the nutrition content of recipes provided). Menu planning is a great time for educators and children to share family recipes, be exposed to food from different cultures and have discussions about healthy food choices. When planning menus it is important to consider special dietary requirements, preparation time and cooking facilities available.

Ensure families can access recipes used as part of the menu by including them in the service newsletter, providing photocopies at the sign in area or through the service website.

For more information on menu planning please refer to Nutrition - section 2 of this resource.

Preparing and/or serving food

Preparation and serving of food are great opportunities for children to gain valuable life skills. Children can prepare their own food (such as spreading their own toast at breakfast) as well as help educators prepare and serve snacks to other children as part of service routines. Children can be involved in the entire meal time experience from planning and preparing the food, setting up the eating environment with plates, cups, etc through to assisting with the cleaning up afterwards.

Using tongs and spoons to serve is convenient and hygienic, however to make mealtimes more interesting, encourage foods served to be eaten in a variety of ways. Challenge the children to use chopsticks for their fried rice, eat their savoury mince with pappadums or eat fruit kebabs on sticks.

Educators and children should always practice safe food handling practices when involved in food activities. This reduces the risk of cross contamination and ensures that food is safe for consumption.

For more information on safe food handling, preparation and storage please refer to Nutrition - section 3 of this resource.

Cooking experiences

Children learn best when they're busy and interested in what they are doing. When children are busy scrubbing, mixing, stirring, kneading, spreading, tossing, squeezing and pouring they don't realise there's another special ingredient that you're adding..... it's called learning!!

Incorporating cooking experiences into your school age care program will provide a number of added benefits:

- Cooking involves literacy and communication. There is much to talk about as a recipe is read, followed and prepared. You can discuss nutrition content of ingredients, food origins (from paddock to the plate) and food safety to name a few.
- Children can learn numeracy skills through counting, measuring and following step-by-step instructions in recipes. Involve children by asking them to do simple calculations for example ingredients required if you were to double the recipe.
- Children can learn about science as they see how food changes during cooking. They can learn about hot and cold, floating and sinking, dissolving, melting and freezing.
- Good nutrition is encouraged through cooking. Seeing exactly what goes into a recipe helps children learn to make better decisions about the food they eat.
- Children can learn about and connect with other cultures as they prepare foods from various cultural groups.
- Social skills are practiced in cooking when children work together, take turns and solve problems. Most importantly, self-esteem abounds when children prepare foods for themselves and others.

Cooking with children takes time, patience and can be very messy. The foods made may not taste or look as good as you think they should but these drawbacks are far outweighed by the sense of pride many children feel when they prepare food for themselves and/or others.

Cooking equipment

Cooking equipment doesn't need to be the latest, greatest, most expensive you can buy. A few basic kitchen items are all you need, as long as you have sufficient equipment for the children participating. If you have minimal equipment, consider the way the activity will be conducted to allow maximum participation by children.

Some basic cooking equipment could include:

- Mixing bowls
- Mixing spoon
- Baking trays, cake pans, etc
- Saucepan and lid
- Chopping board
- Kitchen knives
- Grater (alternately you could chop foods finely with a knife)
- Measuring cups or spoons (you can use comparable cups or cutlery, as long as you are consistent in using them)

It is also important to ensure that you have safe and adequate food storage containers with tight fitting lids.

Kitchen safety

Kitchens can pose many dangers with heat, electricity, gas, water, appliances, knives and other sharp objects, so it's important to closely supervise food preparation activities and be prepared with risk assessments conducted and read by all educators.

Start by reading through the recipe with the children to ensure they know what tasks they can do and where they will need help from an adult. Your budding culinary artists may want to have their hands on every kitchen utensil available however they may not have the attention span or hand/eye co-ordination needed for using

appliances or sharp knives. Respond appropriately and involve children in other tasks suitable to their age and skill level such as weighing, measuring or mixing.

Introduce younger children to knives by allowing them to use a butter knife for simple tasks such as spreading butter on bread. Skill and competence of older children should be assessed prior to using sharper knives. Educators should role model knife handling skills such as:

- Holding the knife by the handle, not the blade
- Using a chopping board at all times
- Carrying the knife safely; and
- Not putting knives into a sink full of water – someone could reach in and cut themselves

Younger children should not use anything hot in the kitchen – especially ovens, cook tops and microwaves. Older children need to be fully supervised when using any equipment involving heat and/or steam with their skill and competence level assessed prior to participation. Safety issues to be discussed should include:

- Adjusting oven trays and shelves before turning on the oven
- Using oven gloves when touching anything hot
- Turning saucepan handles towards the back of the stove – it's easy to knock pots over if handles are sticking out
- Never leaving a spoon in the pan when something is cooking; and
- Turning off cook tops and ovens as soon they are finished being used

Evaluate the area available and numbers of children involved when planning food activities and experiences. Ensure there is suitable space for children to move around and appropriate facilities so that children don't need to stand on stools or chairs to participate. Clear the floor of any boxes, bags etc so that children won't fall over if carrying anything. Ensure all spills are cleaned up immediately, making use of WH&S equipment (e.g. wet floor signs), if necessary. Lastly make sure that you allow plenty of time for cooking activities as accidents are most likely to happen when children are rushed.

Other food and nutrition activities

Incorporating food and nutrition into your program is more than just menu planning and cooking. Other food activities and experiences can extend on children's learning regarding health, nutrition, science, the environment and the world around them. Try some of these great activities with the children:

- Have a fruit or vegetable of the week and include unfamiliar vegetables and fruits such as star fruit, asparagus or artichoke. Throughout the week, discuss where the fruit/vegetable is grown, what country it originated from, what recipes it can be used in and buy the vegetable or fruit so children have the opportunity to see, smell and taste it.
- Conduct taste tests of foods from different cultures. These foods can be incorporated regularly into the menu. Taste testing can be enhanced by linking other activities and experiences to that particular culture such as craft activities, dancing, national dress, etc.
- During vacation care, plan a 'Kids' Café' where the children can be involved in planning the menu, doing the shopping, cooking the food and setting up the café environment with tablecloths, cutlery, etc. An excursion to the shops could be organized as well as children creating menus and table decorations.

- Food experiments are a wonderful way to get children excited about science. Try standing celery in a glass of coloured water, creating curds and whey with milk and vinegar or making volcanoes with bi-carb and vinegar. These experiences provide children with the opportunities for hypothesizing, problem solving and transferring and adapting knowledge and skills from one context to another.
- Incorporate food experiences as part of theme days or special celebrations. Make damper for Australia Day, decorate cup cakes as part of a 'Country Fair', or have green foods on St Patrick's Day. Naturally, all of these types of experiences need to be connected to developing children's cultural competence and world view.
- Make your own 'board' game using art, craft and collage materials. Create a healthy shopping basket game where children take turns at picking out foods to go in their trolley, with opportunities for discussion about healthy food choices.
- Let the children make their own funny face sandwich. Use a spread (such as margarine, cream cheese or peanut butter) and let the children create a face using different ingredients such as sultanas, alfalfa sprouts, banana and vegetable pieces.

Sustainability and the environment

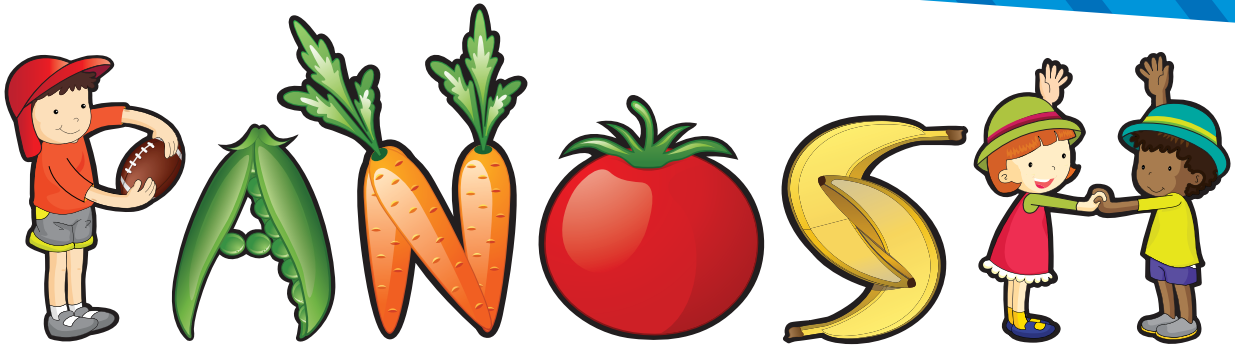
OSHC is a great environment to promote the development of life skills, such as growing and preparing food, waste reduction and recycling. Implementing sustainable practices within the service routines, will allow children opportunities to appreciate the natural environment and the interdependence between people, plants, animals and the land.

Try implementing some of these ideas:

- As a group activity, have the children prepare and cultivate a space, (outside if you have the facilities or using polystyrene boxes) and create a vegetable garden. Choose quick growing vegetables and/or herbs that can be used in the service menu such as cherry tomatoes, beans, lettuce, etc.
- Recycle your food scraps. Start a compost bin or worm farm for food scraps and waste. These can be used in conjunction with cultivating a vegetable garden. Alternatively, you may have some families who have chickens that you can pass the food scraps onto.
- Use recyclable materials for art and craft activities. Through the service newsletter, ask families to donate recyclable items such as cereal boxes, egg cartons, fabric or old cd's that the children can use to create masterpieces.

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Physical Activity & Nutrition Outside School Hours

Nutrition Section 6

Communication with Families

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PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

QCAN would like to acknowledge the contribution of Nutrition Australia Qld to this revision of the PANOSH resources

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Partnerships with families contribute to building a strong, inclusive community within an OSHC service. Continuous, honest and open two-way communication with educators enables families to feel connected with their children's experience in school age care and helps them develop trust and confidence in the service.

Shared decision making between families and OSHC services supports consistency between children's experiences at home and at the service, helping children to feel safe, secure and supported. It is also important to recognise that families, and parents in particular, are often busy, juggling a number of priorities, and that the service will need to consider a range of strategies to build and maintain relationships with them. (Australian Government, 2011)

Communicating with families regarding food and nutrition issues

The National Quality Standards (NQS) requires services to consult with families to learn about children's individual needs for food, their likes and dislikes in relation to food and any culturally appropriate food needs. Services are also required to provide information to families consistent with the Australian Dietary Guidelines.

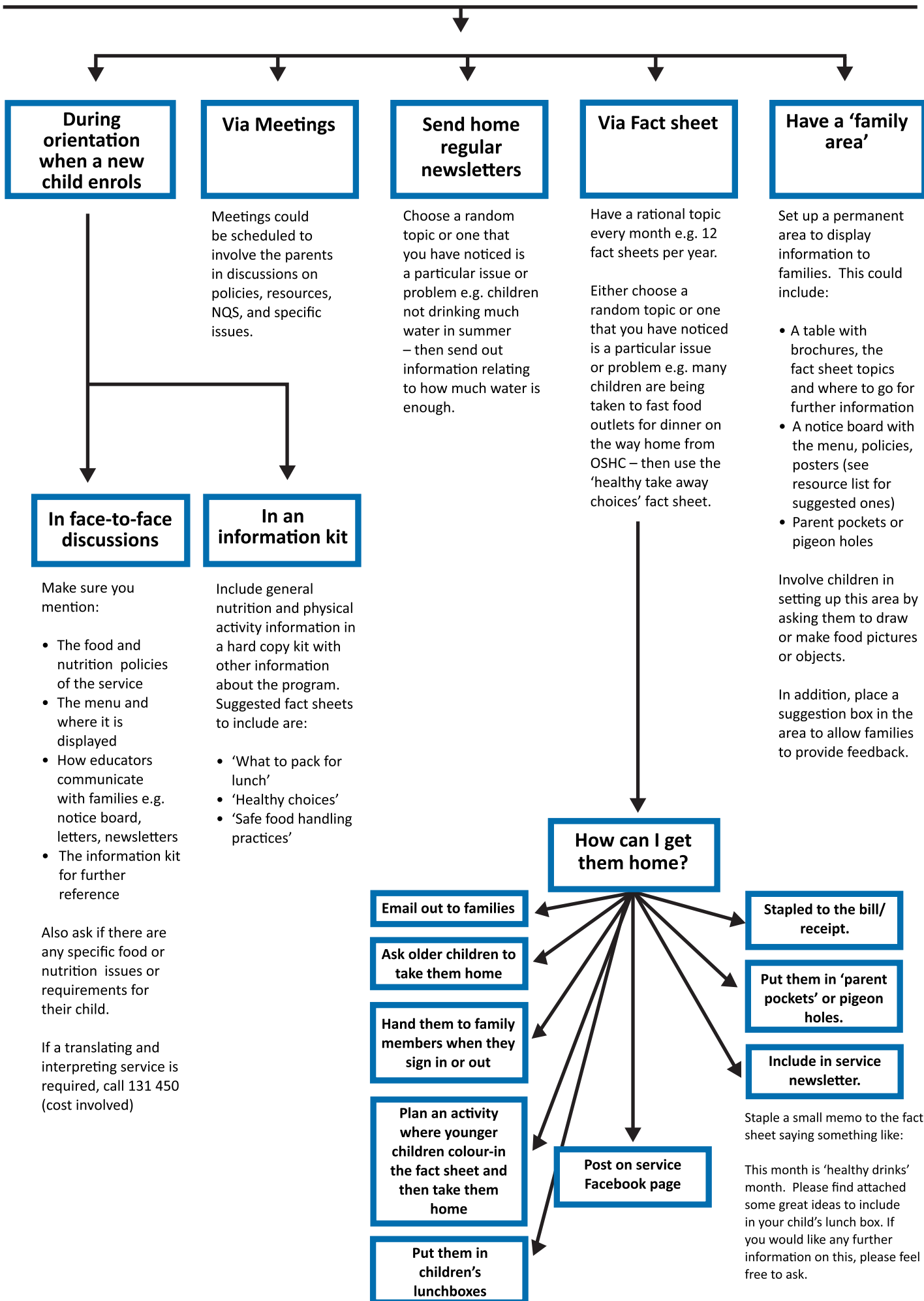
It is important to involve families in discussions and decisions around children's nutrition and healthy eating to promote continuity of transitions for children between home and the OSHC environment.

Services can encourage family involvement by:

- Providing up-to-date information such as the Australian dietary guidelines and safe food handling practices
- Providing accurate advice and support. It is important that educators refer families onto appropriate professionals or organisations for anything outside of their knowledge area such as Nutrition Australia for specific nutritional advice and support
- Consulting with families during policy development and review
- Communicating with families about any food allergies or special dietary requirements their child may have. This will ensure that appropriate food alternatives are available and will minimise the risk of an allergic reaction and harm to the child
- Seeking input on cultural values around nutrition and food beliefs. This may include foods prohibited by religion, cultural eating practices and religious customs. In addition to ensuring that children receive food appropriate for their beliefs, discussing and incorporating cultural food practices into your service can help support cultural awareness and acceptance amongst educators and children
- Providing opportunities for educators and families to discuss any concerns they may have about their child's health and wellbeing.

Following are some suggestions and examples of how information can be shared with families:

1.1 How can I communicate with families regarding food and nutrition issues?



Involving Families in Food Provision

A positive experience is created for children when there are strong links between home and OSHC. Involving families in food provision is one way of building such a link. There are many different strategies that services can use to involve families in food provision. It is important to ensure that the strategies developed involve all stakeholders (children, educators and families) who are fully informed and have ample opportunities to be involved. The collaboration of educators and families around program decisions ensure that food experiences are meaningful for both children and families.

Strategies may include:

- Displaying the menu for children and families to see and encouraging their feedback and comment. The menu should be displayed in a number of formats for best reach to children and families. These formats could include, on the wall near the sign in book, on the service website or social media page or attached to the service newsletter.
- Using the service newsletter and social media page to distribute information about children's nutritional requirements, safe food handling practices and healthy meal and snack ideas
- Having displays and handouts at the sign-in area to provide families with nutrition information and details of where to go for further information
- Developing a nutrition resource package to hand out to families on enrolment. Information could include fact sheets on 'what to pack for lunch' and 'healthy food choices'
- Asking families for healthy recipes to include in the service menu. Children will love seeing some of their favourites from home on offer at their OSHC. The recipes collected could also be used to create a Cookbook full of healthy meals and snacks available to families
- Having a suggestion box and encouraging children and families to provide suggestions for the service menu. It is especially important to ensure that children are voicing their opinions on the food provided. Eating healthy food should be a pleasurable experience so it is important to ensure that the children are enjoying the food provided
- Choose recipes for cooking activities that are nutritious, quick and easy for families to make at home. Children can cook the food at OSHC and when families arrive to collect their children they are welcomed with delicious cooking smells, a taste of the finished product, a child who loves the food and a recipe they can use for another night's dinner.

Vacation Care Lunchboxes

KEEP LUNCHES COOL

When food is taken to vacation care, it is important to keep it cool until it is eaten. Children need a variety of foods for growth and energy, especially foods like milk, which is high in calcium and meat products that are high in iron. Unfortunately many of these foods can easily become unsafe to eat if they are not kept cool.

As most OSHC services have refrigerators, food should be stored in the fridge as soon as possible after arrival. Plastic lunchboxes can be placed straight into the fridge sealed. Insulated lunchboxes or bags however, must be unzipped and the lids left open to allow cool air to flow inside. If there is no fridge available, follow the suggestions below to keep food as safe as possible.

Keep food cool


- ★ Place frozen ice bricks, drink bottles or commercially packaged drinks in the lunch box. Water, milk, juice and yoghurt can all be frozen. Wrap in a tea towel or slide into a clean cotton sock to absorb condensation and prevent food becoming soggy
- ★ Freeze sandwiches for up to a week. Frozen sandwiches in the lunchbox will thaw by lunch time. Some nutritious lunch ideas to freeze include:
 - Bread with fillings such as cooked meats, fish (including canned eg. tuna), chicken, cheese, baked beans, eggs
 - Fruit or savoury muffins, pikelets, crumpets, scones, mini pizzas made on pita breads or English muffins
- ★ Prepare lunches using frozen bread
- ★ Use an insulated lunch box or cooler for lunches
- ★ Ensure frozen ice bricks/drinks are included to keep food cool

Food that does not need to be kept cool

- ★ Whole pieces of fruit
- ★ Vegemite™, honey, peanut butter
- ★ Unopened tins of baked beans and spaghetti
- ★ UHT long life milk and soy milk (again, nicer cool!)
- ★ Canned and commercially sealed fruit



Preferred food

-  ▶ Fresh fruit
-  ▶ Tinned fruit
-  ▶ Sandwiches/wraps/rolls
-  ▶ Scones - plain fruit/savoury/vegetable
-  ▶ Pikelets – fruit or vegetable
-  ▶ Mini muffins – fruit or savoury
-  ▶ Corn thins
-  ▶ Rice cakes
-  ▶ Tinned fish
-  ▶ Plain or reduced fat milk
-  ▶ Reduced fat cheese and biscuit snacks
-  ▶ Reduced fat fruit/ flavoured yoghurt
-  ▶ Water
-  ▶ Reduced fat custard
-  ▶ Boiled eggs
-  ▶ Vegetable sticks with salsa or vegetable based dip eg. hummus
-  ▶ Homemade left over's eg. stir fry, savoury rice

Occasional food

-  ▶ Muesli bars
-  ▶ Dried fruit bars
-  ▶ Potato crisps/chips
-  ▶ Oven baked biscuits
-  ▶ Two minute noodles
-  ▶ Chocolates
-  ▶ Lollies
-  ▶ Cordial
-  ▶ Soft drink
-  ▶ Corn chips
-  ▶ Flavoured dairy desserts
-  ▶ Sweet biscuits
-  ▶ Cakes/ large muffins
-  ▶ Fast food

What to Pack for Lunch

Each day try to send...

FRUIT – for example



Banana OR Apple OR Orange OR Watermelon OR Grapes

VEGETABLES – for example



Avocado spread on bread OR Tomato wedges OR Green garden salad OR Broccoli OR carrot/celery sticks

MEAT OR MEAT ALTERNATIVE – for example



Egg OR Cooked lean red OR white meat including chicken and fish OR Cooked legumes eg. baked beans, kidney beans, chickpeas, lentils

GRAINS (CEREALS) – for example



Wholemeal/ wholegrain bread/wraps OR Cooked pasta/noodles OR Cooked rice OR Wholemeal/ wholegrain bread roll

MILK, YOGHURT, CHEESE OR ALTERNATIVES – for example

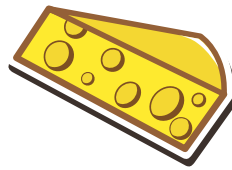


Reduced fat plain milk/soy milk (flavoured milk is ok) OR Cheese/ cheese reduced fat OR Yoghurt/custard reduced fat

Good nutrition involves eating a variety of foods. Encouraging healthy choices from an early age ensures good habits in the future. Healthy food choices include:

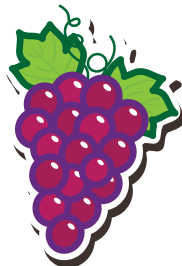
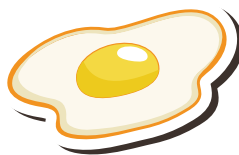
Breads and cereals

- Wholemeal/wholegrain bread sliced or rolls
- Pita bread
- Wraps
- Lebanese (flat) bread eg. pizza
- Jaffles
- Fruit loaf
- English muffins
- Crumpets
- Pasta, including tinned spaghetti
- Rice eg. rice salad, risotto
- Noodles (not deep fried variety)
- Crispbreads
- Rice cakes, corn thins
- Air popped corn



Fruit and vegetables

- Garden salad
- Vegetable soup
- Carrot or celery sticks
- Coleslaw
- Fresh fruit salad
- Frozen fruit wedges
- Fruit kebab
- Vegetable quiches
- Fruit pikelets
- Fresh fruit:
 - ▶ Berries
 - ▶ Bunch of grapes
 - ▶ Kiwi fruit etc



Milk and dairy products

- Milk eg. fresh, long life, plain, powdered
- Cultured milk eg. buttermilk
- Custards eg. fresh or long life
- Calcium fortified soy drinks
- Yoghurt eg. plain or fruit
- Cheese eg. cubed, cheese slices, cheese sticks, cottage or ricotta
- Creamed rice

Meat and meat substitutes

- Chicken
- Tinned fish eg. tuna, salmon
- Eggs
- Legumes eg. baked beans, kidney beans, chickpeas, lentils
- Tofu
- Pastes eg. tahina, hummus
- Nuts *nuts must be avoided if children have a nut allergy or if your OSHC service has a nut free policy.

Make sure all meat, dairy and precooked foods such as rice and pasta dishes are kept cool by storing in the fridge or placing frozen water or 'cool bricks' in the lunchbox!

Food Foundations for Children

Eating habits are formed early in life, so what children eat in the first years can carry on to later life.

In childhood, healthy choices can help the healthy development of young bodies and minds. It can also help to prevent some sicknesses.

It is important that young children eat a wide variety of foods each day so they become used to eating many different foods and are more likely to receive all the nutrients they need for growth and energy.

From There's more to food than eating. Food foundations for children birth to eight years. Pademelon Press 1999

Have You Got A Fussy Eater?

Some children seem to exist on very little food – some parents would say they live on thin air! They may limit their preferred foods to only a few selections.

Children learn very quickly that they can exert power over their parents using food as a focus.

Often the tendency to refuse food is only short lived and if parents treat it as a passing phase, it should be just that. If your child is a fussy eater, do not despair.

Try some of these ideas:

- ★ Do not force the issue
- ★ Provide a wide range of food
- ★ Consider how food is presented
- ★ Allow children to serve and choose themselves
- ★ Eat the same food and eat with your child
- ★ Provide a calm and relaxed environment
- ★ If your child does not eat what is offered, take it away and do not offer anything else at that time
- ★ The taste of food may really not appeal to your child
- ★ Eating with friends can encourage children to eat a wider variety of food
- ★ Do not allow children to fill up on non-nutritious foods between meals
- ★ Do not feel guilty if your child will not eat the food that is offered

From There's more to food than eating. Food foundations for children birth to eight years. Pademelon Press 1999

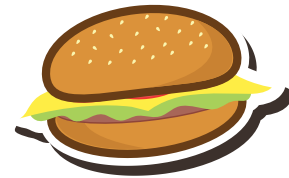
Tips for Quick Meals

The key to preparing quick and nutritious meals is planning. When you know you are going to be too busy to spend lots of time making meals, here are some quick ideas.

- ★ Make double quantities of favourite meals and freeze one portion, ready to be defrosted when time is short e.g. lasagne, tuna bake, steak and vegetable pie. Having quantities of rice and pasta cooked in advance can also be a time saver.
- ★ Try to have a variety of nutritious time saver products available e.g. canned fish, canned legumes, jars of pasta sauces, frozen vegetables, pizza bases, stir fry mixes, canned soups, grated cheese, custard in cartons and canned fruit.
- ★ If the main meal is small, remember its okay for children to fill up on quick and healthy desserts. Some popular ideas are yoghurt, tinned fruit, custard, ice-cream, fruit muffins and apple pie.

Quick Meal Ideas

- ★ toasted sandwiches
- ★ baked beans and cheese on toast
- ★ hamburgers
- ★ tuna/salmon/legume casserole
- ★ tacos or burritos
- ★ soup and toast
- ★ spaghetti bolognaise
- ★ omelette
- ★ pizza
- ★ macaroni cheese
- ★ stir fries
- ★ leftovers!
- ★ frozen fish pieces (check labels for fat content) and salad



Reading Nutritional Information Panels

Most packaged foods have a nutrition information panel so you can compare different products. You can work out the fat or sugar content of foods from the nutrition information panel. The following example shows how to read a nutrition information label:

Every nutrition panel has a 'per 100g' column. Use this column to make comparisons between products.

Example Cruskits

Fat: aim for the lowest saturated fat content when comparing products.

Sugar: aim for the lowest sugar content when comparing products. Look for products with less than 10g of sugar per 100g. If the product contains fruit allow 20g of sugar per 100g.

Fibre: Aim for the highest fibre content. If a product contains 3-6g of fibre per serve then this is a 'high' fibre content.

Salt: Aim for the lowest sodium content when comparing products. Try to choose "low salt" or "reduced salt" products. Look for products with less than 300mg sodium per 100g. The definition of "low salt" is less than 120mg of sodium per 100g.

NUTRITION INFORMATION		
Servings per package: 10		
Serving size: 12.5g (2 biscuits)		
	Per Serve	Per 100g
Energy	225 kJ	1800 kJ
Protein	1.3 g	10.3 g
Fat		
- total	1.4 g	11.3 g
- saturated	0.9 g	7.3 g
Carbohydrate		
- total	8.6 g	69.1 g
- sugars	0.4 g	3.3 g
Dietary Fibre	0.5 g	4.1 g
Sodium	96 mg	768 mg

Make sure you also check the 'servings per package' as often foods are labelled to have more servings per pack than you would normally assume (e.g. a 500ml bottle of flavoured milk contains two serves per pack, however they are often consumed as one serve).

Start the Day with Breakfast

Why is breakfast important?

- ▶ children who miss breakfast are often reported as having poor behaviour
- ▶ children who miss breakfast are often reported as having lower concentration levels
- ▶ children who miss breakfast are often unable to meet their daily nutrient requirement
- ▶ children who don't eat breakfast are more likely to be overweight or obese
- ▶ eating breakfast helps children to learn and establish healthy eating habits early in life

Healthy breakfast choices

- ▶ creamed corn on toast
- ▶ untoasted muesli and tinned fruit
- ▶ high fibre cereal with chopped fruit (fresh, tinned or dried)
- ▶ fruit smoothie
- ▶ raisin toast with mashed banana
- ▶ porridge with sultanas and milk
- ▶ baked beans on toast
- ▶ boiled eggs and toast soldiers
- ▶ tinned spaghetti on toast
- ▶ fruit salad and yoghurt
- ▶ english muffins with jam
- ▶ grilled cheese on toast



Fluid for kids

Next to air, water is the most essential substance for survival. Water is constantly being lost from our bodies and needs to be replaced.

How much fluid does my child need?

- ▶ requirements increase as children get older
- ▶ requirements vary between individual children
- ▶ as an appropriate guide:
 - ▶ 2-3 years = at least 4 cups/day
 - ▶ 4-7 years = at least 5 cups/day
 - ▶ 8-11 years = at least 6 cups/day
- ▶ children will need more fluid if they are sweating, physically active or if it is a hot and/or humid day

Source www.nrv.gov.au/nutrients/water.htm

Drinking Tips

Water is the best drink and is also the cheapest

Make set times for children to drink:

- ▶ make an example – children imitate parents
- ▶ flavour water with slices of lemon/orange or mint leaves rather than cordial
- ▶ freeze ice blocks with pieces of fruit in it e.g. strawberries, rockmelon, grapes

Being thirsty is a response to dehydration, so if a child is thirsty, then they are already dehydrated. This means that it is important to encourage children to drink regularly even if they are not thirsty.

- ▶ if concerned about water making children feel full before a meal, encourage drinking 30 minutes before eating (as water is removed from an empty stomach in about 20 minutes) or drink after eating
- ▶ encourage children to carry a water bottle with them





Commercial Fast Food Venues

- ▶ choose the healthy salad options
- ▶ look for advertised lower fat options
- ▶ ask for the nutrition information brochures to consider the lower fat options
- ▶ avoid fries

Hamburgers

- ▶ single layer meat/chicken/fish patties
- ▶ lots of salad and vegetables
- ▶ skip the cheese or choose low fat cheese

Chicken

- ▶ BBQ chicken
- ▶ no skin

Asian

- ▶ sushi or nori rolls
- ▶ steamed and braised dishes (not fried)
- ▶ dishes with plenty of vegetables
- ▶ when ordering ask for no oil and no added salt
- ▶ order steamed rice (instead of fried rice)

Kebabs

- ▶ lots of salad
- ▶ lean meat
- ▶ low fat sauces such as sweet chilli, hummus and tahini

Pasta

- ▶ vegetable based sauces
- ▶ low fat creamy sauces e.g. skim evaporated milk based

Vegetables

- ▶ corn on the cob (watch for butter)
- ▶ baked whole potato in its jacket topped with yoghurt, chives, onion and mushrooms

Fruit

- ▶ fresh pieces
- ▶ fruit salad with yoghurt
- ▶ fruit smoothies from fresh juice outlets

Pizza

- ▶ lots of vegetables and salad
- ▶ thin or wholemeal base
- ▶ when ordering ask for half the cheese
- ▶ choose small amount of one type of lean meat e.g. ham/chicken (rather than salami or kabana)

Seafood

- ▶ grilled fish (not battered or fried)
- ▶ more salad and less chips

Salads

- ▶ lots of fresh vegetables and salads
- ▶ tuna, salmon, skinless chicken, lean ham, prawns, egg
- ▶ low fat dressing e.g. no oil salad dressing or low fat mayonnaise

Sandwiches

- ▶ wholemeal bread, pita bread, flat bread, rolls, bagels, foccaccias
- ▶ ask for butter/margarine to be left out and choose spreads like low fat mayonnaise or avocado
- ▶ lots of fresh vegetables and salads
- ▶ tuna, salmon, skinless chicken, lean ham, prawns, eggs, baked beans
- ▶ choose low fat cheese or leave it out

Beverages

- ▶ reduced fat milk drinks
- ▶ 100% juice
- ▶ mineral water
- ▶ 'diet' soft drinks as a treat
- ▶ vegetable juice from fresh juice outlets

Not-so healthy choices

- ▶ pies
- ▶ pasties
- ▶ battered saveloys
- ▶ fried dim sims
- ▶ hot chips/fries/wedges
- ▶ deep fried chicken
- ▶ battered fish
- ▶ potato scallops

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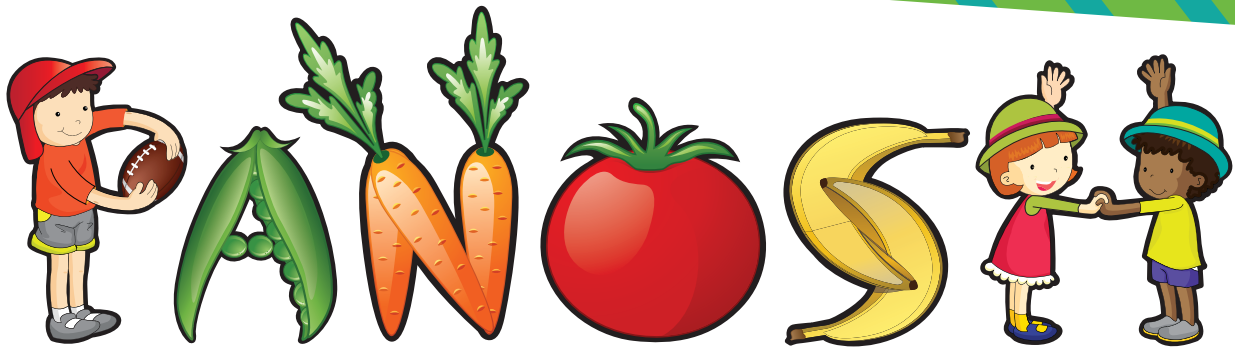
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Physical Activity & Nutrition Outside School Hours

Nutrition **Section 7**

Culturally Competent Approaches to Nutrition

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Culture Competent Approaches to Nutrition

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Developing cultural awareness

Culture involves the spiritual, intellectual and emotional features that characterise a society. Culture includes every feature of our lives; shaping behaviour and tradition through the generations. Australia is fast becoming one of the most multicultural societies in the western world, with people from many different countries now calling Australia home. In 2009/10 alone, 119 791 people from 185 different countries became Australian citizens (Dept Immigration & Citizenship).

Developing cultural awareness within an OSHC service helps promote a sense of belonging, understanding and acceptance of different cultures within the community. To develop cultural awareness, you firstly need to understand the families, communities and cultures of the children attending your service and then include or incorporate these aspects within the OSHC culture. Each OSHC service will have a variety of attributes and features that interact to form a unique culture of its own. Collectively, these contribute to building cultural competence within the OSHC community.

Including or incorporating cultural diversity

The inclusion of cultural diversity into an OSHC service provides an important avenue for the development of cultural competence and acceptance in children. Having a step-by-step plan in place will help ensure the successful inclusion of cultural diversity.

Step 1 - Identifying Culture

To include cultural diversity into your OSHC service, begin by developing an understanding of the families, communities and cultures of the children attending your service.

Talk to the children, parents and family members, gathering and documenting information on their individual cultures. Ensure all children are involved, not just children from larger ethnic groups. This builds a 'picture' or culture within the service. Being able to communicate across cultures is an essential element of cultural competence.

Find out about:

- country of origin
- language
- food
- games
- clothing/costumes
- religion
- beliefs
- dances

Be aware that for many children and families who have come to Australia as refugees or asylum seekers the voyage has often been traumatic. It may cause pain and distress to discuss their journey or background, therefore proceed with sensitivity, ensuring that detail is provided willingly.

Always keep in mind that different cultures have varying sensitivities that need to be respected. It may be worthwhile discussing these with the team prior to gathering information and undertaking some research to ensure the questions asked are appropriate and relevant.

After talking with children and families you may need to do some further investigation which could include books, journals, internet searches, contacting support organisations or discussions with community leaders from different cultural groups.

Some useful websites include:

Ethnic Communities Council of Queensland
www.eccq.com.au

Queensland Program of Assistance to Survivors of Torture and Trauma
www.qpastt.org.au

Multicultural Affairs Queensland
www.multicultural.qld.gov.au

Multicultural Development Association
www.mdabne.org.au

Queensland Health – Multicultural Health
www.health.qld.gov.au/multicultural

Department of Immigration and Citizenship
www.immi.gov.au

Indigenous Professional Support Unit
www.ipsu.com.au

The Queensland Children’s Activities Network (QCAN) Inc offers a resource and library service. This can be accessed by emailing info@qcan.org.au

Step 2 – What is already happening at your service?

Before creating new initiatives look at what is currently happening at your service.

- Are cultural events celebrated? If so, which ones?
- Are foods from different cultures included on the menu?
- Is cultural diversity regularly discussed with the children?
- Is inclusiveness practised and encouraged?
- Do children, families and educators have opportunities to share their cultural practices/beliefs?

Step 3 – Developing a plan

Articulate your vision for cultural competence - how would you like to see your OSHC service supporting, promoting and encouraging cultural inclusion?

For example your vision might be “To create a service where children and families from all cultures are embraced equally and actively contribute to the OSHC community”.

- How will the children experience culture differently as a result of the initiatives being introduced? (eg will they play games from different countries, create their own games or try different foods?)

- Will there be an increase in cultural experiences for the children?
- What attitudes and understanding of other cultures will children develop? (eg. acceptance of clothing differences, a positive attitude to sport, enthusiasm for trying new foods)
- What are the aspects within the program that can be enhanced to incorporate different cultures? (eg. menus, activity routines, the vacation care program)
- What change in policy and training will be required to support increased cultural competence?
- How will educators, families and children be included in the consultation process?

Step 4 – Implementation

Share the plan with staff, children, families and relevant stakeholders:

- Highlight what the service currently does to promote cultural diversity.
- Identify opportunities to improve cultural awareness at the service.
- Provide examples of how to address these needs. For example
 - o List the foods and games already incorporated into the program; identify additional ones which could be included
 - o Ask families for recipes from home and create an OSHC community recipe book
 - o Collect popular games that family members played as children
 - o Encourage children to create a game of their own and give it a name
 - o Talk to other services about how they include cultural experiences

Integrating Cultural Diversity into Menu Planning

Migration has introduced a wide variety of foods and cuisines into Australia. This variety is now reflected in local restaurants, cafes and at the local supermarket. When introducing cultural diversity into the menu, it is important to choose foods with their nutritional value in mind.

Good nutrition for school aged children is important for growth, activity and learning, so ensure recipe and food ideas are consistent with The Australian Dietary Guidelines and The Australian Guide to Healthy Eating.

The Australian Dietary Guidelines contain information about the types and amounts of foods, food groups and dietary patterns that aim to:

- promote health and wellbeing;
- reduce the risk of diet-related conditions, such as high cholesterol, high blood pressure and obesity; and
- reduce the risk of chronic diseases such as type 2 diabetes, cardiovascular disease and some types of cancers.

The Australian Dietary Guidelines apply to all healthy Australians, as well as those with common health conditions such as being overweight. They do not apply to people who need special dietary advice for a medical condition.

For more information on The Australian Dietary Guidelines see Section 2.

While the Australian Dietary Guidelines provide broad dietary advice, The Australian Guide to Healthy Eating is a practical, pictorial guide to recommended types and serves of foods to consume every day. It also includes information on standard serve sizes for different food types.

For more information on The Australian Guide to Healthy Eating see Section 2.

The following “Cultural Food Ideas” table contains a number of food ideas and eating experiences to help include cultural diversity into the menu. The food suggestions have been chosen to complement current menu items. They are foods that can easily be prepared and served in OSHC (eg. sandwiches, salad, fruit etc). They are quick, simple, inexpensive, tasty and nutritious. The table provides examples of several cultures, but it is important to consider the unique cultures present in your OSHC service. Talk with children, parents, families and community members to gather food ideas and recipes.

If the regular menu includes sandwiches for afternoon tea, look at the ‘sandwiches’ column and try changing the type of bread that is used. For example swap a plain bread sandwich to a tortilla wrap. Latin American cultures have a history of using tortilla wraps in a similar way to how other cultures use bread. If cheddar cheese is usually served, look at the ‘dairy’ column and try introducing feta cheese as a way of including or exploring Greek culture. Consider swapping a casserole for an Asian stir fry. The possibilities are endless.

Sandwiches

Sadza – corn meal that acts as the staple food in Zimbabwe and other areas in South and East Africa.
Turkish bread

Fruit

Pomegranite (Turkish)

Meal ideas

- Mild curries with rice (Indian)
- Rice paper rolls (Vietnamese)
- Meatballs and pasta (Italian)
- Healthy Nachos (Mexican)
- Pumpkin korma (Indian)

Eating experiences - Soups and dunking bread

‘Bunny Chow’ – South African meal. Hollowed loaf of bread filled with curry. The bread that was hollowed out of the loaf is used for dunking.




Pick and Choose Cultural Food Ideas

Use this table to choose any or all of these ideas to include cultural diversity in your meals and snacks.

Sandwiches	Fruit	Crackers and biscuits	Vegetables	Dairy food	Meal ideas	Eating experiences
<ul style="list-style-type: none"> > Pita bread (Greece, Arabic) > Banana on wholemeal bread (New Zealand) > Garlic bread (Italy) > Bruschetta (Italy) > Vienna loaf (Vietnam, Latin America) > Tortilla or burrito (Latin America) > Nann bread, roti, chapatti (India) > Baguette (France) > Dampier (Australia) > Sadza (South Africa) > Turkish bread 	<ul style="list-style-type: none"> > Fresh fruit after meals (many cultures) > Dried fruits (Arabic countries, Greece) > Lychees (China) > Mangoes, pineapple (summer in Queensland) > Kiwi fruit (New Zealand) > Currants in biscuits (Greece) > Berries and nuts (Indigenous) > Australians used to gather these themselves) > Coconut (native to the Torres Strait Islanders) > Pomegranate (Turkey) 	<ul style="list-style-type: none"> > ANZAC biscuits, sent to soldiers during World War 1 (Australia and New Zealand) > Scones (England) > Serve a range of crackers with: <ul style="list-style-type: none"> - Tsatziki (Greece) - Hummus (Arabic countries) - Refried beans (Latin America) - Salsa (Latin America) - Guacamole (Latin America) - Tahini (Arabic) - Babaganoush (Greece) 	<ul style="list-style-type: none"> > Serve raw with dips > Tabouleh (Arabic) > Potato cakes (Ireland) > Drizzle salad with olive oil, lemon and vinegar (Arabic, Greece, Latin America) > Stir fry vegetables (Asian countries) > Add kidney beans to salads (Latin America) > Try some tofu cubes in salads or stir fry vegetables (Asian) > Add olives to salad (Greece) > Ratatouille (France) 	<ul style="list-style-type: none"> > Cubes of feta cheese (Greece) > Soy milk with added calcium (Asian countries) > Plain yoghurt for dips with fruit (Greece) > Parmesan cheese sprinkled over salads or pasta (Italy) > Ricotta (Italy) > Paneer (India) > Raita (India) 	<ul style="list-style-type: none"> > Fresh fish with vegetables (Indigenous) > Australians hunted and gathered these in the bush > Spring rolls, rice paper rolls and noodles (Vietnam) > BBQ (Australia) > Lamb kebab with pita and Greek salad (Greece) > Meatballs and pasta, Pasta and sauces, pizza and salami (Italy) > Burritos/tacos (Latin America) > Kofta (Arabic countries) > Paella (Spain) > Sushi (Japan) > Hard boiled eggs eaten whole (Greece) > Nachos (Mexican) > Mild curries with rice (India) 	<ul style="list-style-type: none"> > Using chopsticks and bowls (Asian) > Dipping foods into sauces (Vietnam) > Scooping food up with bread (India, Africa) > Fish and chips wrapped in paper (England) > Twirling pasta on a fork (Italy) > Camp oven cooking (Australia) > Soups and dunking bread > 'Bunny Chow' – hollowed loaf of bread filled with curry. Bread from hollowed out loaf is used for dunking (South Africa)

Traditional Cultural Foods Table

The following table lists the traditional foods of a number of different cultures. This table can be used to incorporate different cultural meals into the menu. Culturally diverse recipes (like any recipe) can sometimes be high in salt, sugar and fat and low in vitamins and minerals. It is important to keep this in mind when choosing culturally diverse recipes for the menu.

Indigenous Australians and Torres Strait Islanders	Non Indigenous Australians	English	Italian	Greek	Asian	Latin American	Indian	Middle Eastern	African	Pacific Islanders
Berries	Damper	Tea	Garlic bread	Pita bread	Stir fry vegetables	Salsa	Chapatti (flat bread)	Rice	Stews – Meat and/or vegetable	Coconut
Nuts	BBQ & burger	Bubble and Squeak	Bruschetta	Dried fruit	Tofu	Guacamole	Roti (flat bread)	Flat bread		Seafood
Coconut	Anzac Biscuits	Shepherds Pie	Focaccia	Tsatziki	Spring rolls	Refried Beans	Naan bread	Lentils, beans or chickpeas	Rice	Bananas
Fresh fruit	Pavlova with fruit	Puddings and Cream	Pasta and sauces	Feta cheese	Fried rice	Tortillas	Curry	Eggplant	Yams	Taro root
Kangaroo	Lamingtons	Strawberries and Cream	Pizza	Lamb	Noodles	Burritos		Lamb	Okra	Fruit
Fish		Scones	Risotto	Kebabs	Sushi	Quesadillas	Rice	Vegetable stew	Cassava	Vegetables
Crocodile		Porridge	Gnocchi	Greek salad	Rice Paper Rolls	Enchiladas	Raita (yoghurt)	Hummus	Sweet potatoes	Nuts
			Meat Balls	Yoghurt	Curry paste	Tacos	Pappadums	Tagines with couscous	Sadza	
			Tomato	Olives	Ramen (Egg noodles in soup) (Japanese)	Rice	Pickles	Falafel	Babootjie	
				Olive oil (use as salad dressing – add herbs for a variety of flavours)	Lime	Salad	Relish	Pide/Turkish bread		
					Mint	Sour cream	Dahl	Babaganoush		
					Coriander	Corn chips		Couscous		
					Thai Basil			nuts		
										

Considering Cultural and Religious Beliefs

A number of cultures have specific food habits, especially food taboos that are based on religious beliefs. It is important to take this into consideration when planning a culturally appropriate menu. The best way to gain this information is from conversations with families. The table below is a guide to help understand a few of the more common cultural food habits.

Vegetarian

Vegetarian is a broad term that means a diet free from meat, fish and poultry. There are many reasons why a family may choose to be vegetarian such as personal health, religion and animal rights, so it is always important that services are respectful of these.

There are 3 main types of vegetarians so it is important to check with parents what type of vegetarian their child/children is, and what foods they can and can't eat.

The 3 main types are:

- Lacto-ovo vegetarians – people who avoid meat and seafood, but include dairy foods (such as milk), eggs and plant foods.
- Lacto-vegetarians – people who avoid meat, seafood and eggs but include dairy foods and plant foods.
- Vegans – people who consume only plant foods.

LACTO-OVO VEGETARIANS	
Allowed	Not allowed
Breads and cereals Dairy products Soy products Eggs Fruits Vegetables Legumes Nuts and seeds	All meat products - pork, beef, lamb, chicken Seafood Mixed dishes which contain these

LACTO VEGETARIANS	
Allowed	Not allowed
Breads and cereals Dairy products Soy products Fruits Vegetables Legumes Nuts and seeds	All meat products - pork, beef, lamb, chicken Seafood Eggs Mixed dishes which contain these

VEGANS	
Allowed	Not allowed
Breads and cereals Soy products Fruits Vegetables Legumes Nuts and seeds	All meat products - pork, beef, lamb, chicken Seafood Eggs Dairy products Mixed dishes which contain these

Islamic Religion

Islam is a religion which is practiced in almost all countries; a person who follows this religion is called a Muslim. Muslims eat a Halal diet, which means they only eat food which is permitted in Islam. Food which is not permitted is called Haram.

This can impact on the types of food that OSHC services can offer. Islam places responsibility on the individual to practice their religion, as such there are personal and cultural variations that services may need to be aware of. It is always best to discuss this with parents so that services know what food children can and can't eat.

The basic Halal diet is detailed below.

VEGETABLES AND LEGUMES/BEANS	
Safe – Halal	Avoid – Haram
Fresh/frozen/tinned vegetables and legumes/beans prepared without animal fats or alcohol	
FRUIT	
Safe – Halal	Avoid – Haram
All fresh fruits prepared without animal fats or alcohol	Fruits prepared using animal fats or alcohol
GRAIN (CEREAL) FOODS	
Safe – Halal	Avoid – Haram
All Grain (cereal) foods made without animal fats or alcohol	Grain (cereal) food made with animal fats or alcohol Pasta sauce made with wine or other alcohol
LEAN MEAT AND POULTRY, FISH, EGGS, NUTS AND SEEDS, AND LEGUMES/ BEANS	
Safe – Halal	Avoid – Haram
Chicken, beef and lamb slaughtered according to Islamic dietary law (may be best to avoid serving this if slaughtering method is unknown)	Pork and all pig products (bacon, ham, salami etc) Foods containing blood or blood products
All seafood	Meat from animals not slaughtered according to Islamic dietary law
Eggs	
Dried beans, lentils and nuts	
MILK, YOGHURT, CHEESE AND/OR ALTERNATIVES	
Safe – Halal	Avoid – Haram
All Milks, yoghurts and cheeses made without animal fat, vanilla or halal approved gelatine	Cheese and yoghurt made with animal fat, vanilla or non-halal gelatine
DISCRETIONARY CHOICES #	
Safe – Halal	Avoid – Haram
Spices, pickles and chutney Jam, honey and sugar Ice-cream made with halal-approved gelatine or without animal fat (e.g. tofu ice cream, sorbet or gelati) Butter, vegetable margarine All vegetable oils Mayonnaise Cordial Fruit juice Soft drinks Mineral and soda water	Any foods made using animal fats, non-halal gelatine, lipase, pepsin, vanilla

Hindu Religion

Hinduism is one of the world's oldest religions and one of the largest. It is practiced in many countries including Australia. There is diversity in the beliefs and practices of Hindus, as Hinduism grants the individuals complete freedom to practice the religion as they choose. Therefore it is very important that services speak to parents in order to learn what foods their children can and can't eat. Commonly a lacto vegetarian diet is followed.

Key components of this diet are listed below.

VEGETABLES AND LEGUMES/BEANS	
Safe	Avoid
Fresh/frozen/tinned vegetables and legumes/beans prepared without animal fats or alcohol	Vegetables and legumes/beans prepared with animal fats or gelatine
FRUIT	
Safe	Avoid
All fruits prepared without animal fats or gelatine	Fruits prepared with animal fats or gelatine
GRAIN (CEREAL) FOODS	
Safe	Avoid
Grain (cereal) foods made without egg or animal fats	Grain (cereal) foods made with eggs or coated with eggs
LEAN MEAT AND POULTRY, FISH, EGGS, NUTS AND SEEDS, AND LEGUMES/ BEANS	
Safe	Avoid
Dried beans Lentils Nuts	Beef Pork Lamb Chicken Seafood Eggs * Some Hindus may only avoid beef, but it is best to check with parents on what their child can eat
MILK, YOGHURT, CHEESE AND/OR ALTERNATIVES	
Safe	Avoid
All milk, yoghurt and cheeses made without gelatine or containing animal based ingredients Soy milk	Products made with: <ul style="list-style-type: none"> • Gelatine • Animal based thickener (e.g. chitin) • Animal-based emulsifiers (e.g. animal or egg-based lecithin) • Animal-based food colouring e.g. cochineal/carmine) • Enzymes (e.g. lipase, pepsin, animal rennet)
DISCRETIONARY CHOICES #	
Safe	Avoid
Spices, pickles, chutney Jam, honey, sugar Vegetable-based gelatine All vegetable oils Butter Margarine made using vegetable oil Mayonnaise made without egg Ghee Cakes and biscuits made without egg or animal fats Cream Butter Coconut milk and other milk substitutes Ice cream Cordial Fruit juice Soft drinks Mineral and soda water	Products made with: <ul style="list-style-type: none"> • Egg • Gelatine • Animal based thickener (e.g. chitin) • Animal-based emulsifiers (e.g. animal or egg-based lecithin) • Animal-based food colouring (e.g. cochineal/carmine) • Enzymes (e.g. lipase, pepsin, animal rennet) Animal fats Lard dripping Suet Fish oils

These are foods from the discretionary food category and should not be served on a regular basis.

Culturally Diverse Nutrition Activities

Nutrition activities are another way of integrating cultural diversity into the OHSC program. Interactive nutrition activities are a fun way to help children understand different cultures and traditions. Nutrition activities are also a means of demonstrating that certain elements of the National Quality Standard (NQS) and outcomes of My Time Our Place are being met.

Below is a list of Nutrition related experiences linked to some of the standards and elements from the National Quality Standards (NQS) and learning outcomes from My Time, Our Place (MTO). The outcomes listed with each experience are not exhaustive - many more may be associated with each experience. The linking between the standards/outcomes and the experiences is designed to provide an example of how these experiences can contribute to how a standard or outcome may be met.

Eating experiences

Try some of the different ways of serving and eating, such as using chopsticks, scooping food up with bread or simply eating from bowls instead of plates. Refer to Cultural Food Ideas table for more ideas on cultural eating experiences.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Standard 2.2 – Healthy eating and physical activity are embedded in the program for children

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing

Cultural food discussions

A discussion about foods from different cultures will increase a child’s awareness and knowledge. Encourage discussion about what is similar/different about the food, how it tastes, smells, looks, and it’s texture. You could talk about where the food has come from and other things about that culture or ethnicity (eg. countries surrounded by sea often include seafood in their traditional meals). Let the children lead the discussion.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 1.1.5 – Every child is supported to participate in the program
- Standard 2.2 – Healthy eating and physical activity are embedded in the program for children
- Element 5.1.2 – Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning
- Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world

- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 4 – Children are confident and involved learners
- Outcome 5 – Children are effective communicators

Food preparation

Getting children involved in the food preparation of different cultural foods not only teaches them about different cultures, but also important life skills. Refer to section 2 for a number of nutritious culturally diverse recipes that children can help prepare and cook.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 1.1.5 – Every child is supported to participate in the program
- Element 2.2.1 – Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 4 – Children are confident and involved learners

Herb garden

Involve children to establish and care for a herb garden. Discuss with the children what type of cuisine each herb is associated with. Use the herbs to prepare a dish eg pesto, herb bread.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play
- Element 3.2.1 – Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments
- Standard 3.3 – The service takes an active role in caring for its environment and contributes to a sustainable future
- Element 3.3.2 – Children are supported to become environmentally responsible and show respect for the environment

Experience links to My Time Our Place:

- Outcome 2 – Children are connected with and contribute to their world
- Outcome 4 – Children are confident and involved learners

Cultural heritage

Ask educators and children to give a talk about the people in their family, their heritage and the associated cultural foods. This could include bringing in maps, photos and traditional items (including food) from their family's country of origin.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 4 – Children are confident and involved learners
- Outcome 5 – Children are effective communicators

What's for Dinner

Create a list of meal ideas for dinner. Ask children to investigate the origin of a dish and share their findings with the group.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 4 – Children are confident and involved learners
- Outcome 5 – Children are effective communicators

Food alphabet

Using each letter in the alphabet as a first letter, ask children to make a list of foods available in Australia. Their task as a group is to then find out where each food originates.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 5.2.1 – Each child is supported to work with, learn from and help others through collaborative learning opportunities

Experience links to My Time Our Place:

- Outcome 2 – Children are connected with and contribute to their world
- Outcome 4 – Children are confident and involved learners
- Outcome 5 – Children are effective communicators

Recipe Book

Develop a multicultural recipe book for your OSHC service. Ask children to bring in a favourite healthy recipe from home.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Standard 2.2 – Healthy eating and physical activity are embedded in the program for children
- Element 2.2.1 – Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
- Element 5.1.3 – Each child is supported to feel secure, confident and included
- Standard 6.1 – Respectful, supportive relationships with families are developed and maintained

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 5 – Children are effective communicators

Cultural celebrations

Acknowledge dates that are celebrated by different cultures. Below is a list of some cultural celebrations. Key dates of many of these celebrations vary each year so check with relevant cultural community groups for exact dates. Although many celebrations are associated with food it remains important to make sure the celebration food is nutritious.

<p>Chinese New Year</p> <p>Australia Day (26 January)</p> <p>Shrove Tuesday</p> <p>Ash Wednesday - Lent begins</p> <p>Tibetan New Year</p> <p>St Patricks Day (17 March)</p> <p>Harmony Day (20 March)</p> <p>Good Friday</p> <p>Easter Sunday</p> <p>Passover - Jewish celebration</p> <p>ANZAC Day (25 April)</p>	<p>Water Festival - New Year Celebration South East Asia</p> <p>Theravada New Year - Buddhist</p> <p>World Refugee Day (20 June)</p> <p>NAIDOC Week - National</p> <p>Aborigines and Islanders Day Observance Committee</p> <p>Independence Day - United States of America (4 July)</p> <p>Bastille Day - France (14 July)</p>	<p>Rosh Hashanah - Jewish New Year</p> <p>Ganesh Chaturthi - Hindu festival</p> <p>Mid Autumn Festival / Moon Festival – Chinese, Vietnamese</p> <p>Halloween (31 October)</p> <p>Thanksgiving Day - United States of America, Canada</p> <p>Hanukkah - Jewish Festival of lights</p> <p>Winter Solstice Festival - Chinese, East Asian</p> <p>Christmas Day (25 December)</p>
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As an alternative to food celebrations, consider focusing on cultural games/activities, dress/costume and/or songs. Some suggestions include:

- Could put on a play/dance show incorporating all the cultures
- Music varies from country to country, especially traditional music. What about a barn dance where there is a variety of cultural music and food for the children? The children could bring in the food that they spoke about in the 'what's for dinner' activity.
- Do the countries have different sports at all? Could have a sports afternoon.

Experience links to National Quality Standard (NQS):

- Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
- Element 2.2.1 – Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
- Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play
- Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child
- Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
- Element 6.1.2 – Families have opportunities to be involved in the service and contribute to service decisions
- Standard 6.3 – The service collaborates with other organisations and service providers to enhance children's learning and wellbeing

Experience links to My Time Our Place:

- Outcome 1 – Children have a strong sense of identity
- Outcome 2 – Children are connected with and contribute to their world
- Outcome 3 – Children have a strong sense of wellbeing
- Outcome 4 – Children are confident and involved learners
- Outcome 5 – Children are effective communicators

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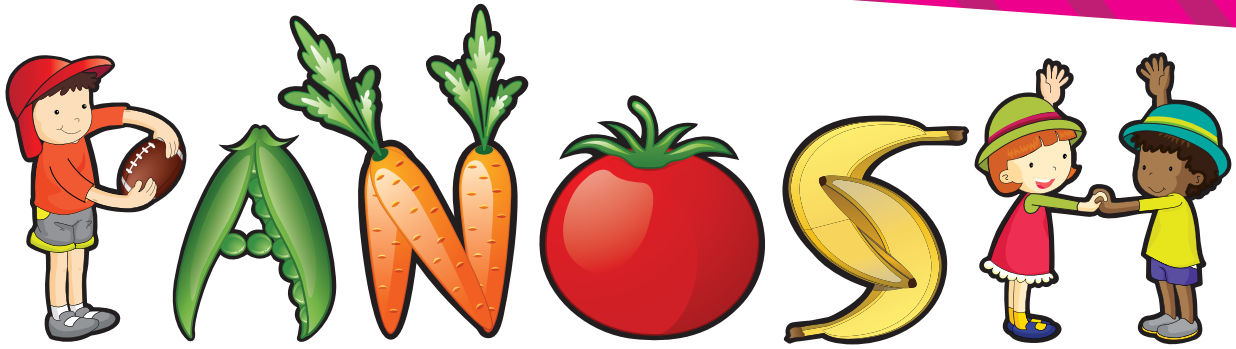
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Physical Activity & Nutrition Outside School Hours

Nutrition Recipes

Breakfast Recipes

Afternoon Tea Recipes

Breakfast Recipes

- Pg 2** Bran Muffins
- Pg 3** Berry Oaty Pikelets
- Pg 4** Low Fat Fruit Smoothies
- Pg 5** Spanish Omelette
- Pg 6** Hash Browns
- Pg 7** Dippy Eggs with Cheesy Soldiers
- Pg 8** French Toast
- Pg 9** Egg and Bacon Rolls
- Pg 10** Frittata Muffins

Afternoon Tea Recipes

- Pg 11** Basic Savoury Mince Recipe
- Pg 12** Chicken and Cheese Tortilla Wraps
- Pg 13** Sushi
- Pg 14** Guacamole
- Pg 14** Avocado & Ricotta Dip Recipe
- Pg 15** Tzatziki Dip
- Pg 16** Fruit Kebabs
- Pg 17** Mini Quiches
- Pg 18** Munchy Macaroni Cheese
- Pg 19** Chicken Chow Mein
- Pg 20** "I'm A Star" Tomato Soup
- Pg 21** Apple and Sultana Wraps
- Pg 22** Ham and Tomato Cheese Scrolls
- Pg 23** Cheesy Pinwheels
- Pg 24** Mexi-Bean Dip
- Pg 25** Sandwich Roll-Ups
- Pg 25** Rainbow Wrap
- Pg 26** Traffic Light Salad
- Pg 27** Avocado and Tuna Sushi Sandwiches
- Pg 28** Sweet Corn Relish Dip
- Pg 29** Beetroot & Yoghurt Dip with Pita Crisps
- Pg 30** Savoury Scones
- Pg 31** Baked Chicken Spring Rolls
- Pg 32** Yoghurt and Chickpea Dip
- Pg 33** Beef Quesadillas with Avocado Smash
- Pg 34** Muchos Nachos
- Pg 35** Jacket Potatoes with Mince & Cheese
- Pg 36** Healthy Fried Rice

PANOSH is a joint Australian, State and Territory Government initiative under the National Partnership Agreement on Preventive Health

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Recipe legend:

GF = gluten free, **DF** = dairy free, **EF** = egg free, **V** = vegetarian



Bran Muffins - **V**

Ingredients

- 1 cup all purpose flour
- 1 cup wholemeal flour
- 1½ cups wheat bran
- A pinch of salt
- 1¼ teaspoons baking soda
- 2 tablespoons brown sugar
- 2 cups natural yoghurt
- 1 egg
- ½ cup honey
- 2 tablespoons margarine, melted
- 1 cup of add-ins of your choice – raisins, chopped dried fruit, frozen fruits

Method

1. Preheat oven to 200°C and grease muffin tins (or use muffin papers)
2. Combine flours, wheat bran, salt, baking soda, and sugar in a medium bowl.
3. In a separate large bowl beat together the yoghurt, eggs, honey and margarine.
4. Add the dry ingredients and fold in until everything is combined.
5. Fold in any optional add-ins.
6. Fill muffin tins to ¾ full with mixture.
7. Bake 10-15 minutes at 200°C until muffins are golden brown and cooked through.

Alternatives

- Use gluten free flour



Berry Oaty Pikelets -

Ingredients:

- 2 eggs
- 2 tablespoons sugar
- 2 cups reduced fat milk
- 2 cups rolled oats
- 1/2 cup of wholemeal self-raising flour
- 1/2 teaspoon bicarbonate of soda
- 1 cup frozen blueberries
- Oil spray
- Optional: low-fat vanilla yogurt for topping

Method

1. In a medium sized mixing bowl place eggs, sugar and milk and oats. Whisk for 1 - 2 minutes.
2. Sift flours into mixture and add bicarbonate soda.
3. Gently fold in blueberries until combined.
4. Heat frying pan and spray with a small amount of oil.
5. Drop tablespoons of mixture into pan.
6. Cook until brown on both sides.
7. Top each pikelet with a dollop of vanilla yoghurt if desired

Alternatives

- Try other fruits such as Banana (1 cup mashed), frozen raspberries, apples (1 cup grated), peaches (1 cup diced), sultanas or other dried fruit



Low Fat Fruit Smoothies - GF EF V

Ingredients

Banana smoothie

- 4 bananas
- 8 cups reduced fat milk
- 4 cups reduced fat yoghurt
- 2 tablespoons honey (optional)

Strawberry smoothie

- 4 cups strawberries
- 8 cups reduced fat milk
- 4 cups reduced fat yoghurt
- 2 tablespoons honey (optional)

Fruit salad smoothie

- 4 cups fruit salad
- 8 cups reduced fat milk
- 4 cups reduced fat yoghurt
- 2 tablespoons honey (optional)

Method

1. Chop up fruit
2. Place all ingredients in a blender
3. Blend until smooth
4. Pour into glasses and serve chilled



Spanish Omelette - **GF** **V**

Ingredients

- 1 medium Sebago potato
- 1 tablespoon olive oil
- 20g butter
- 1 medium red onion, thinly sliced
- 4 eggs
- 2 tablespoons chopped flat-leaf parsley
- Salad, to serve

Method

1. Prick potato all over with a fork. Place on outside edge of microwave turntable.
2. Microwave on high (100%) for 4 minutes or until tender.
3. Allow to cool. Thinly slice.
4. Heat oil and butter in a frying pan over medium-low heat. Add onion. Cook, stirring, for 10 minutes or until onion is soft.
5. Meanwhile, beat eggs and 2 tablespoons cold water in a bowl until combined.
6. Season with pepper.
7. Preheat grill on high.
8. Add potato to pan.
9. Pour over egg mixture. Tilt pan so egg covers base. Cook for 1 minute or until almost set.
10. Place pan under grill. Grill until omelette is lightly browned.
11. Cut into quarters. Sprinkle with parsley. Serve with salad.

Alternatives

- Make a dairy free option by using margarine instead of butter

<http://www.taste.com.au/recipes/18347/spanish+omelette>



Hash Browns - **DF** **V**

Ingredients

- 6 medium (about 1.2kg) desiree potatoes, peeled
- 2 tablespoons plain flour
- 1 egg, lightly whisked
- Pinch of salt
- Vegetable oil, to shallow-fry

Method

1. Preheat oven to 120°C. Line a baking tray with paper towel.
2. Coarsely grate the potatoes into a colander. Use your hands to squeeze out as much excess liquid as possible. Transfer potatoes to a bowl.
3. Add the flour, egg and salt to the potato, and stir until well combined.
4. Divide mixture into 12 equal portions.
5. Add enough oil to a large deep frying pan to reach a depth of 2cm. Heat to 190°C over medium-high heat (when oil is ready a cube of bread will turn golden brown in 15 seconds). Spoon 4 portions of potato mixture around the edge of the pan and flatten slightly to form 8cm discs.
6. Shallow-fry for 3 minutes or until golden underneath. Turn and shallow-fry for a further 2 minutes or until crisp. Use an egg lifter to transfer hash browns to prepared tray and place in preheated oven to keep warm.
7. Repeat in 2 more batches with the remaining potato mixture, reheating and topping up oil between batches if necessary.
8. Season hash browns with salt to serve.

Alternatives

- Use gluten free flour as an alternative

<http://www.taste.com.au/recipes/9512/hash+browns>



Dippy Eggs with Cheesy Soldiers - V

Ingredients

- 4 eggs
- 1/2 x 430g turkish bread loaf
- 1 tablespoon reduced-fat margarine
- 3/4 cup grated reduced-fat tasty cheese

Method

1. Place eggs in a saucepan. Cover with cold water. Bring to the boil over high heat. Boil for 2 minutes. Remove from heat. Using a slotted spoon, carefully transfer to egg cups.
2. Meanwhile, preheat grill on medium-high heat.
3. Cut bread in half crossways. Cut each piece in half horizontally to make a total of 4 pieces of bread.
4. Place on a baking tray. Spread each piece with margarine. Grill for 2 minutes or until golden brown.
5. Sprinkle each piece of bread with cheese. Grill for 1 minute or until cheese is melted and golden.
6. Cut each slice into 4 fingers.
7. Using a spoon, carefully remove tops from eggs. Serve.

Alternatives

- Have toast with margarine for a dairy free alternative

www.taste.com.au/recipes/24561/dippy+eggs+with+cheesy+soldiers



French Toast - **V**

Ingredients

- 1 egg
- ¼ cup milk
- Dash of vanilla extract
- Canola spray
- 2 pieces of bread

Method

1. Crack the egg into a medium-size bowl and beat well
2. Mix in the milk and vanilla extract
3. Add butter to frying pan and heat (on low) until the butter starts to bubble
4. Dunk each piece of bread in the egg mixture
5. Make sure the bread is totally covered
6. Cook the bread in the frying pan on low heat until the underside is light brown
7. Use a spatula to flip the bread over, and cook again for another 5 minutes
8. Transfer the French toast to a plate.

Alternatives

- Try using soy milk for a dairy free alternative
- Use gluten free bread



Egg and Bacon Rolls

Ingredients

- 4 dinner rolls
- 4 rashers shortcut bacon, chopped
- 40g tasty cheese, finely grated
- 4 eggs, at room temperature

Method

1. Preheat oven to 180°C. Line baking tray with baking paper
2. Cut slice from the top of each dinner roll, cut a circle into the centre of each dinner roll, leaving a 1cm border around the edge, scoop out soft bread
3. Place dinner rolls on baking tray. Bake for 4 minutes. Meanwhile, heat a non-stick frying pan over medium heat. Add bacon and cook for 4 minutes or until crisp.
4. Remove dinner rolls from oven. Spoon 1 tablespoon of bacon into each. Top each with 1 teaspoon of cheese.
5. Crack 1 egg into each dinner roll
6. Season with salt and pepper
7. Divide remaining cheese and bacon between dinner rolls
8. Return dinner rolls to oven. Bake for 10 minutes. Add roll lids to tray. Bake for a further 5 minutes or until egg whites set.

Alternatives

- Omit the cheese for a dairy free alternative
- Use gluten free bread rolls



Frittata Muffins

Ingredients

- 1 cup grated cheddar cheese
- 1 cup unpeeled zucchini
- 1 cup frozen peas
- 1 cup frozen corn kernels
- 2 tablespoons diced bacon, cooked
- 8 large eggs
- ½ cup SR flour
- ½ cup milk
- ¼ teaspoon salt
- ¼ teaspoon pepper

Method

1. Preheat the oven to 175°C. Grease muffin cups with cooking spray
2. Place cheese, zucchini, peas, corn and bacon into bowl. Stir until mixed
3. Spoon vegetable mixture into muffin cups until ¾ full
4. Carefully break the eggs into a blender. Add flour, milk, salt & pepper & process until smooth
5. Pour over vegetable mix in muffin cups until full
6. Bake for approximately 30 minutes until muffins are golden and set
7. Allow muffins to stand for 5 minutes. If necessary loosen edges with a knife

Alternatives

- Use chicken or tuna instead of bacon
- For a vegetarian alternative, replace meat with small tofu chunks
- Use gluten free flour

Afternoon Tea Recipes

Recipe legend:

GF = gluten free, **DF** = dairy free, **EF** = egg free, **V** = vegetarian



Basic Savoury Mince - **GF** **DF** **EF**

Ingredients

- Canola spray
- 1kg lean beef mince
- 1 large carrot
- 1 large zucchini
- 1 cup beef stock
- 1 onion, finely chopped
- 1/2 cup tomato paste
- 1 tin of basil and herb diced tomatoes
- 2 teaspoons of mustard
- Veggie salt to taste
- 1 teaspoon minced garlic

Method

1. Heat oil and half the butter in pan and cook mince until browned
2. Add remaining butter, onion and garlic and cook on medium heat until golden
3. Stir in remaining ingredients
4. Reduce heat and simmer for 15 to 20 minutes
5. Season with veggie salt and pepper



Chicken and Cheese Tortilla Wraps

Ingredients

- 12 large tortilla wraps
- 1/2 tub of light cream cheese
- 1 cooked shredded chicken
- 2 large avocado, mashed with a dash of lemon juice
- Red, green, yellow capsicum finely diced (optional)

Method

1. Spread tortillas evenly with cream cheese
2. Top with chicken and avocado
3. Sprinkle over some capsicum
4. Roll up tortilla tightly and then slice in thirds on an angle.

Alternatives

- Use fillings such as Ham and cheese or Tuna, cream cheese and lettuce
- Make vegetarian options by using grated carrot, lettuce and tomatoes instead of meat
- Make dairy free options by omitting the cream cheese



Sushi - EF

Ingredients

- 2 cup sushi rice
- 3 cups water
- 6 tablespoons rice wine vinegar
- 2 teaspoons sugar
- 12 sheets nori (don't mention its seaweed!)
- bamboo mats
- carrot sticks
- cucumber sticks
- cooked beef or chicken
- avocado slices
- soy sauce to serve

Method

1. Place rice and water in a saucepan, cover and bring to the boil
2. Reduce heat to a simmer for 10 minutes
3. Turn off heat and leave for 10 minutes covered
4. Spread rice into a container and allow to cool
5. Sprinkle with combined vinegar and sugar. Stir thoroughly
6. Use scissors to cut a sheet of nori in half
7. Place nori shiny side down on the bamboo mat
8. Place some of the rice on the sheet
9. Press down with wet fingers to a depth of 0.5cm, leaving a 1cm gap at one end
10. Arrange fillings on top of the rice
11. Start rolling up from the end with fillings
12. Lift the bamboo mat and roll tightly
13. Wet the strip at the end and push gently to seal the edges
14. Slice into six or eight pieces using a sharp, wet knife
15. Cover with plastic wrap and refrigerate for 30-60 minutes to allow the nori to soften
16. Serve with soy sauce

Alternatives

- Substitute other vegetables for the meat to make a vegetarian option



Guacamole - GF DF EF V

Ingredients

- 2 avocados, peeled, stones removed, roughly chopped
- 4 green onions, thinly sliced
- 1 tomato, finely diced
- 1/4 cup coriander leaves, finely chopped
- 1 lime, juiced

Method

1. Place avocado in a shallow dish and mash with a fork until smooth
2. Add onions, tomato, coriander, 2 tablespoons lime juice and salt and pepper
3. Stir until well combined
4. Cover surface with plastic wrap
5. Refrigerate until ready to serve



Avocado and Ricotta Dip Recipe - GF V

Ingredients

- 1 whole avocado
- 2 tbsp creamy ricotta cheese
- pepper
- cayene pepper

Method

1. Spoon off avocado flesh into a bowl
2. Mash the flesh with a spoon
3. Add ricotta cheese and blend in well
4. Add black ground pepper and cayenne pepper to taste



Tzatziki Dip - GF EF V

Ingredients

- 2 (about 600g) telegraph cucumbers, peeled, halved lengthways, seeds removed
- 1/2 teaspoon salt
- 520g (2 cups) Greek-style natural yoghurt
- 3 garlic cloves, crushed
- 2 teaspoon olive oil
- 1 teaspoon ground cumin
- Freshly ground black pepper
- 400g green beans, topped

Method

1. Use the coarse side of a grater to grate the cucumber
2. Place in a small bowl and sprinkle with the salt. Toss to combine
3. Place the yoghurt, garlic, oil and cumin in a medium bowl, and stir to combine
4. Transfer cucumber to a sieve
5. Using your hands squeeze out any excess moisture
6. Stir the cucumber pulp through the yoghurt mixture. Taste and season with pepper
7. Cover and place in the fridge until required
8. Cook the green beans in a medium saucepan of boiling water
9. Cook for 1-2 minutes or until bright green and tender crisp
10. Refresh under cold running water and drain
11. Serve the tzatziki with the green beans



Fruit Kebabs -

Ingredients

- 5 apples
- 5 bananas
- 2 cups of red seedless grapes
- 2 cups of green seedless grapes
- 2 cups pineapple chunks
- 1 kg tub of plain or vanilla yoghurt
- 1 cup dried shredded coconut

Method

1. Wash the fruit and cut them into small squares
2. Peel the bananas and cut them into chunks, and do the same with the pineapple
3. Put all the fruit onto a large plate
4. Spread coconut onto another large plate
5. Slide pieces of fruit onto the skewer
6. Design your own kebab by putting as much or as little of whatever fruit you want
7. Hold your kebab at the ends and roll it in the yoghurt until the fruit is covered
8. Then roll it in the coconut
9. Repeat these steps with another skewer

Alternative

- For a dairy free option – don't roll the skewer in yoghurt



Mini Quiches

Ingredients

- 3 sheets of puff pastry
- 300g bacon pieces
- 8 eggs
- 1 cup milk
- ½ cup cheddar cheese, grated
- Salt & pepper or veggie salt

Method

1. Preheat oven to 180c
2. Allow pastry sheets to defrost
3. Spray muffin tins with oil and cut out pastry rounds approx 8cm diameter
4. Place one inside each muffin mould
5. In a jug, combine eggs, milk, salt and pepper
6. Whisk until combined
7. Add to each muffin mould the bacon and egg mixture, only filling 3/4 of the cup
8. Sprinkle a little cheese on top of each
9. Bake for 20 minutes

Alternative

- Replace the bacon with grated vegetables to make a vegetarian option



Munchy Macaroni Cheese - EF

Ingredients

- 1 kg of macaroni pasta
- 500g of chopped, lean ham
- 1/2 cup margarine
- 2 small finely chopped onions (optional)
- 2 tablespoon canola oil
- Approx 3/4 cups plain flour
- 1 litres of reduced fat milk
- 3 cups of grated cheese

Method

1. Cook pasta in boiling water and cook according to instructions, drain
2. Fry onion in oil on a low heat until soft
3. Add chopped ham, heat through
4. Make a white sauce: Melt margarine in saucepan and add flour to form a roux
5. Slowly add the milk whilst whisking
6. Turn down heat and continue whisking until sauce thickens
7. Add cheese to sauce mixture and continue to whisk
8. Mix the ham, onion and cheese sauce through pasta

Alternative

- Replace ham with chicken (skin off) or tuna
- Add grated zucchini



Chicken Chow Mein

Ingredients

- 1 purchased barbecued chicken
- 200g dried egg noodles
- 2 teaspoons canola oil
- 200g cauliflower, cut into florets
- 4 green onions, thinly sliced
- 1 red capsicum, deseeded, thinly sliced
- 1 1/2 cups chicken stock
- 150g (2 cups) shredded cabbage
- 100g green beans, trimmed, halved
- 1/4 cup brown sugar
- 1/4 cup soy sauce
- 2 tablespoons vinegar
- 1 tablespoon cornflour

Method

1. Remove meat from chicken. Discard skin and bones. Shred chicken. Place in a bowl.
2. Cook noodles following packet directions. Drain. Refresh under cold water. Drain well
3. Heat a wok over high heat. Add oil and swirl to coat
4. When hot, add cauliflower. Stir-fry for 2 minutes
5. Add green onions and capsicum. Stir-fry for 1 minute
6. Add 1 1/4 cups stock, cabbage and beans. Bring to the boil. Cook for 2 minutes
7. Add noodles and chicken
8. Combine remaining 1/4 cup stock, sugar, soy, vinegar and cornflour in a jug
9. Stir into chow mein. Bring to the boil. Cook for 1 minute or until sauce thickens

Alternative

- Omit the chicken to make a vegetarian option
- Use rice noodles to make an egg and gluten free alternative

www.taste.com.au/recipes/1468/chicken+chow+mein

www.panosh.com.au



“I’m a Star” Tomato Soup - **V**

Ingredients

- 1 tablespoon olive oil
- 1 brown onion, finely chopped
- 700ml bottle Italian tomato pasta sauce
- 4 cups vegetable stock
- 1 cup dried pasta
- 1 zucchini, trimmed
- 100g tasty cheese, grated
- 4 slices toast

Method

1. Heat oil in a deep saucepan over medium-high heat
2. Add onion. Cook, stirring, for 3 to 4 minutes or until soft
3. Add sauce and stock. Bring to the boil
4. Pour pasta into soup. Stir until well combined. Return soup to the boil. Reduce heat to low. Cook, uncovered, for 3 minutes
5. Grate zucchini. Stir into soup. Cook for 2 minutes or until pasta is tender
6. Season with salt and pepper
7. Sprinkle cheese over toast. Place under hot grill for 1 to 2 minutes or until cheese melts
8. Ladle soup into bowls. Serve with cheese on toast

Alternative

- To make a gluten free alternative, omit the pasta or use a gluten free alternative
- Have toast with margarine for a dairy free option

www.taste.com.au/recipes/25/im+a+star+tomato+soup

www.panosh.com.au



Apple and Sultana Wraps - **V**

Ingredients

- 2 wholegrain tortillas
- 1 tablespoon extra-light spreadable cream cheese
- 1/2 cup canned no added sugar apple slices
- 1 tablespoon sultanas, chopped
- Pinch ground cinnamon

Method

1. Preheat a sandwich press/frying pan. Place tortillas on a flat surface. Spread 1 side of each tortilla with cream cheese
2. Place apple, sultanas and cinnamon along 1 edge of each tortilla. Roll up to enclose filling
3. Place in press/frying pan. Cook for 2 to 3 minutes or until tortilla is toasted and filling warmed through
4. Cut in half before serving

Alternative

- Replace the apple and sultanas with canned pear slices and frozen blueberries.
- Use gluten free tortillas, if available
- Omit the cream cheese for a dairy free alternative

www.taste.com.au/recipes/19967/apple+and+sultana+wraps



Ham and Tomato Cheese Scrolls - EF

Ingredients

- 2 cups self-raising flour
- 30g butter, chilled, chopped
- 3/4 cup milk
- 1/2 cup tomato pasta sauce
- 1 cup grated tasty cheese
- 100g shaved ham, chopped

Method

1. Preheat oven to 200°C. Line a large baking tray with baking paper
2. Sift flour into a large bowl
3. Add butter
4. Using your fingertips, rub butter into flour until combined. Make a well in the centre
5. Pour milk into well
6. Using a flat-bladed knife, stir until mixture is almost combined
7. Using your hands, bring dough together into a ball
8. Turn onto a lightly floured surface
9. Gently knead dough until almost smooth
10. Using a rolling pin, roll dough out to a 24cm x 36cm rectangle
11. Spread pasta sauce over dough, leaving a 3cm border along both long edges
12. Sprinkle cheese and ham over sauce
13. Roll up dough firmly like a Swiss roll
14. Cut into 12 slices
15. Arrange scrolls close together on prepared tray, ensuring join is turned inwards so scrolls don't unroll while cooking
16. Bake for 18 to 20 minutes or until light golden and cooked through

Alternative

- Replace the ham with grated vegetables for a vegetarian option
- Use gluten free flour as an alternative
- Try different fillings such as vegemite and cheese or make a sweet scroll using nut spread, sultanas and a little bit of brown sugar



Cheesy Pinwheels

Ingredients

- 1 sheet frozen puff pastry, defrosted
- Grated tasty cheese
- Toppings suggestions include:
 - o Vegemite™
 - o Ham and pineapple
 - o Tomato paste and chicken
 - o Pizza sauce, ham and cheese

Method

1. Preheat oven to 180°C
2. Spread topping over puff pastry sheet
3. Sprinkle grated cheese evenly over the topping
4. Roll pastry up to form a log shape
5. Cut into slices approximately 2cm wide
6. Place on baking tray and bake for approximately 15 minutes or until cheese has melted and pastry is cooked

www.bestrecipes.com.au/recipe/Cheese-and-Vegemite-Pinwheels-L14296.html



Mexi-Bean Dip -

Ingredients

- 1/2 cup canned refried beans
- 1/2 cup salsa
- 1/2 cup shredded Cheddar cheese
- 1/4 cup salted, roasted shelled pumpkin seeds
- 24 tortilla chips

Method

1. Put the beans in a small microwave-safe soup bowl
2. Use the back of the spoon to spread them evenly on the bottom of the bowl
3. Spread the salsa on the beans
4. Sprinkle with the cheese
5. Microwave, covered, on high (100%) for about 2 1/2 minutes, until the beans are bubbling along the edges of the bowl. Place the bowl on the plate
6. Sprinkle the pumpkin seeds on top of the cheese
7. Arrange the tortilla chips on the plate around the bowl
8. Microwave on high (100%) for 30 seconds to warm the chips

Alternative

- Use gluten free tortilla chips

www.cdkitchen.com/recipes/recs/1569/mexi-bean-dip145545.html



Sandwich Roll-ups

Ingredients

- Slices of wholemeal, multi-grain or white bread
- Cream cheese
- Assorted Fillings suggestions include:
 - o Canned asparagus spears
 - o Tuna

Method

1. Cut the crusts off each slice and flatten with a rolling pin
2. Spread each slice with the cream cheese, top with an asparagus spear or tuna and roll up



Rainbow Wrap - EF

Ingredients

- Fajita sized flour tortillas
- Mashed avocado
- Chicken or ham
- BBQ sauce or mayonnaise
- Low fat cheese, grated
- Grated carrot
- Sliced tomato
- Shredded lettuce

Method

1. Spread the tortilla with the avocado and layer with your choice of fillings
2. Top with BBQ sauce or mayonnaise and roll up the tortilla

Alternative

- Omit the chicken or ham for a vegetarian option
- Use gluten free tortillas as an alternative
- Leave out the cheese for dairy free



Traffic Light Salad - **GF** **EF** **V**

Ingredients

- 1 red capsicum, chopped
- 1 yellow capsicum, chopped
- 1 green capsicum, chopped
- 2 Lebanese cucumber, peeled and chopped
- 250g punnet cherry tomatoes
- 100g Kalamata olives, pitted
- 200g Haloumi cheese

Dressing

- 2 tablespoons lemon juice
- 3 tablespoons extra virgin olive oil
- Salt and freshly ground black pepper

Method

1. Halve cherry tomatoes and olives
2. Add all vegetables to a large salad bowl
3. Slice the haloumi cheese into 1cm square pieces
4. Heat a non-stick frypan over medium heat and cook the cheese until golden brown on all sides
5. To make dressing, combine all ingredients in a small screw top jar and shake until well combined
6. Toss dressing through salad and top with warm haloumi cubes. Serve immediately

Alternative

- Omit the cheese for a dairy free option

www.kidspot.com.au/best-recipes/Healthy+25/Traffic-light-salad-recipe+2042.htm



Avocado and Tuna Sushi Sandwiches - EF

Ingredients

- 4 slices wholemeal bread, crusts removed
- 2 tablespoons spreadable cream cheese
- 95g can tuna in spring water, drained
- 1/2 medium avocado, peeled, thinly sliced
- 1/2 medium carrot, peeled, grated

Method

1. Place bread slices on a chopping board
2. Using a rolling pin, flatten bread
3. Spread 1 side of each slice with cheese
4. Arrange tuna, avocado and carrot in rows next to each other on bread, leaving a 1cm border along 1 edge
5. Roll up bread from opposite edge to enclose filling
6. Cut each roll into 3 rounds

Alternative

- Replace the tuna with other grated vegetables for a vegetarian option
- Omit the cream cheese for a dairy free alternative

www.taste.com.au/recipes/23749/avocado+and+tuna+sushi+sandwiches



Sweet Corn Relish Dip - **GF** **EF** **V**

Ingredients

- 1 1/4 cups plain Greek-style yoghurt
- 275g jar corn relish
- 2 teaspoons chopped fresh chives

Method

1. Place yoghurt and relish in a bowl
2. Stir to combine
3. Top with chives
4. Serve with Multigrain chips

www.taste.com.au/recipes/26666/sweet+corn+relish+dip



Beetroot and Yoghurt Dip with Pita Crisps -

Ingredients

- 2 wholemeal pita bread pockets
- olive oil cooking spray
- 1 teaspoon sesame seeds
- 440g can baby beetroot, drained
- 1/2 small red onion, chopped
- 1/4 cup sultanas
- 2 teaspoons white wine vinegar
- 1/4 cup Greek-style plain yoghurt

Method

1. Preheat oven to 200°C/180°C fan-forced
2. Spray 1 side of each pita bread with oil. Sprinkle with sesame seeds. Season with pepper
3. Cut each pita bread into 8 triangles
4. Place, in a single layer, on 2 baking trays
5. Bake for 8 to 10 minutes or until crisp
6. Transfer to a wire rack to cool
7. Meanwhile, process beetroot, onion, sultanas and vinegar until almost smooth
8. Transfer to a bowl
9. Add yoghurt
10. Stir to combine
11. Serve with pita crisps

Alternative

- Use gluten free pita bread as an alternative

www.taste.com.au/recipes/20173/beetroot+and+yoghurt+dip+with+pita+crisps



Savoury Scones - EF

Ingredients

- 4 cups (600g) self-raising flour
- Pinch cayenne pepper
- 100g chilled unsalted butter, cubed, plus extra to serve
- 150g ham, finely chopped
- 6 spring onions, finely chopped
- 1/2 red capsicum, finely chopped
- 1/2 green capsicum, finely chopped
- 2 cups (240g) finely grated tasty cheese
- 1 1/2 cups (375ml) milk, plus extra to brush

Method

1. Preheat the oven to 180°C fan-forced (200°C conventional). Grease and flour a baking tray
2. Sift the flour into a large bowl, add the cayenne pepper and rub the butter with your fingertips until it resembles fine breadcrumbs
3. Stir in the ham, spring onion, ham, capsicums and 1 1/2 cups of the tasty cheese, and season well with salt and pepper
4. Add the milk, cutting it into the dry mixture with a knife until just combined - do not over mix
5. Place the mixture onto the prepared tray. Form into a flat round, about 25cm in diameter
6. Cut into eight wedges, then separate wedges slightly
7. Brush the top of the scones with extra milk and sprinkle over the remaining cheese
8. Bake for 20-25 minutes or until golden
9. Serve warm, spread with extra butter

Alternatives

- Use tofu instead of meat for a vegetarian option
- Use gluten free flour

www.taste.com.au/recipes/7082/savoury+scones



Baked Chicken Spring Rolls - EF DF

Ingredients

- 1 barbecued or roast chicken
- 2 corncobs, husks removed
- 4 green onions, thinly sliced
- 1 teaspoon finely grated ginger
- 1/2 teaspoon sesame oil
- 1 tablespoon soy sauce
- 1 pkt frozen spring roll wrappers
- 1/4 cup (60ml) peanut oil

Method

1. Remove meat from chicken in large pieces. Discard skin and bones then finely shred chicken and place in a bowl
2. Cook corn in a saucepan of boiling water over medium heat for 5 minutes or until just tender
3. Drain and cool under running water. Cut kernels from cobs
4. Add to chicken with onions, ginger, sesame oil and soy sauce. Stir well to combine
5. Preheat oven to 200°C
6. Lay out a spring roll wrapper with a point facing towards you
7. Place 2 tablespoonfuls of corn mixture on pastry then fold pastry over filling once
8. Fold in side corners. Brush far corner with water then roll up tightly. Repeat with remaining filling and pastry
9. Place spring rolls on an oven tray. Brush with peanut oil then bake for 20-25 minutes or until crisp and golden

Alternative

- Replace the chicken with finely shredded cabbage and other grated vegetables for a vegetarian option
- Use gluten free spring roll wrappers

www.taste.com.au/recipes/8930/baked+chicken+spring+rolls



Yoghurt and Chickpea Dip -

Ingredients

- 400g canned chickpeas, rinsed and drained
- 1/4 cup olive oil
- 1/3 cup Greek-style yoghurt
- 1 1/2 tablespoons finely chopped coriander
- salt and cracked black pepper

Method

1. Place chickpeas in a food processor or blender with 1 tablespoon warm water and process until finely chopped. With the motor running, pour olive oil in a thin, steady stream and process until smooth
2. Remove chickpea mixture from the processor and fold through yoghurt, coriander, salt and cracked black pepper
3. Mix until well combined
4. Serve drizzled with a little olive oil with toasted pita bread or pappadums

www.taste.com.au/recipes/19834/yoghurt+and+chickpea+dip



Beef Quesadillas with Avocado Smash - **EF**

Ingredients

- 1 tablespoon vegetable oil
- 500g beef mince
- 35g sachet taco seasoning
- 1/2 cup thick and chunky salsa
- 3 green onions, thinly sliced
- 125g can kidney beans, drained, rinsed
- 2 small avocados
- 1/4 cup lemon juice
- 8 flour tortillas
- 1 cup grated reduced-fat tasty cheese
- Olive oil cooking spray
- Lemon wedges, to serve

Method

1. Heat oil in a saucepan over medium-high heat. Add mince. Cook, stirring with a wooden spoon to break up mince, for 6 to 8 minutes or until browned and cooked through
2. Stir in seasoning, salsa, onion and beans
3. Meanwhile, mash avocado and lemon juice together in a bowl. Set aside
4. Place 1 tortilla on a flat surface. Spread with one quarter mince mixture
5. Top with 1/4 cup cheese
6. Top with 1 tortilla. Repeat with remaining tortillas, mince mixture and cheese.
7. Spray a frying pan with oil. Heat over medium heat. Place 1 quesadilla in pan. Spray top with oil. Cook, pressing down lightly with a spatula, for 1 to 2 minutes or until base is golden
8. Place a plate over frying pan and turn quesadilla over. Slide quesadilla, uncooked side down, into pan
9. Cook for 1 to 2 minutes or until golden
10. Transfer to a plate. Cover to keep warm. Repeat with remaining tortillas, mince mixture and cheese
11. Cut quesadillas into wedges. Serve with avocado smash and lemon wedges

Alternative

- Replace the beef mince with chicken for an alternative
- Use gluten free tortillas

www.taste.com.au/recipes/22089/beef+quesadillas+with+avocado+smash

www.panosh.com.au



Muchos Nachos - EF

Ingredients

- 4 Cups corn or tortilla chips
- 1 quantity basic savoury mince (see recipe on page 11)
- 1 red capsicum, chopped
- 1 cup Grated cheese
- medium tomatoes, chopped
- sliced spring onions

Method:

1. Place the oven rack in the centre position. Turn the oven onto 190°C. Cover the baking tray with foil. Grease with cooking spray
2. To assemble your nachos, layer the ingredients on the baking tray, starting with the corn or tortilla chips.
3. Top with some of the mince mixture, capsicum and grated cheese.
4. Repeat layers until all ingredients are used – remember to keep some extra cheese to use on the top layer.
5. Bake for approximately 15 minutes until the cheese is melted and starting to brown
6. Sprinkle the nachos with the tomato and spring onion

Alternative

- Replace the meat with avocado or refried beans for a vegetarian option

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Jacket Potatoes with Mince and Cheese - **GF** **EF**

Ingredients

- 15 large potatoes
- Oil spray
- 1 quantity basic savoury mince
- 1 cup reduced fat grated cheese

Method

1. Pierce skin of jacket potatoes twice with a fork and cook whole in microwave for a couple of minutes until tender or in a preheated 180°C for about 1 hour
2. Once cooked, cut a cross in the top of the potato and open it out slightly
3. Place potato onto a plate, top with mince mixture and a sprinkle of cheese

Alternative

- Try different fillings such as baked beans, coleslaw or bacon and leeks



Healthy Fried Rice - GF DF

Ingredients

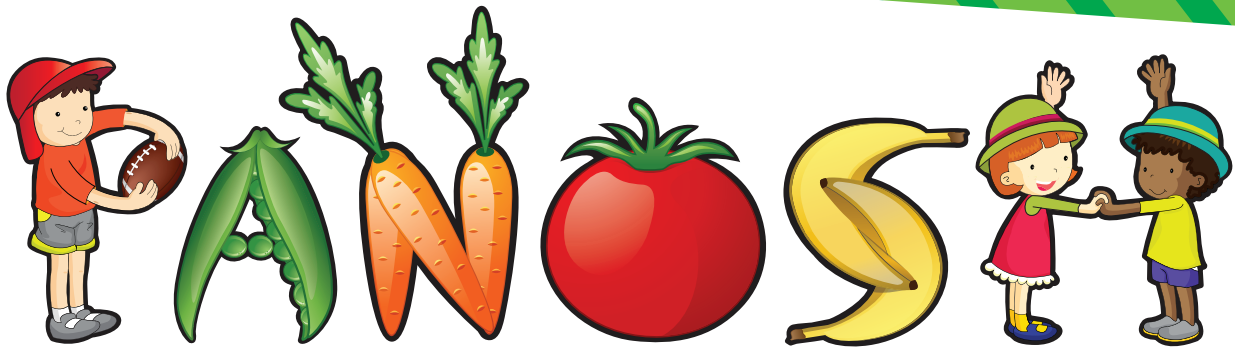
- 3 cups uncooked rice
- 3 tablespoons olive oil
- 1½ cups lean ham/ chicken, diced
- 3 cups mixed vegetables diced (fresh or frozen)
- 1.5 litres vegetable stock
- 3 eggs

Method

1. Preheat oven to 200°C
2. Combine rice and oil in a baking dish, stir well to coat rice in oil
3. Add ham/chicken, vegetables and stock; stir well and cover with alfoil
4. Bake in the oven at 200°C for 25 – 30 minutes until stock is absorbed
5. Meanwhile beat eggs together and cook as a thin omelette, allow to cool then dice
6. Once rice is cooked, add egg and mix through

Alternatives

- Leave out the ham or chicken for a vegetarian option
- For variety change the vegetables or add tinned corn
- If nut allergy is not a problem, add dry roasted cashews



Physical Activity & Nutrition Outside School Hours

Physical Activity Section 1

Physical Activity for Children in OSHC

CONTENTS

Physical Activity for Children in OSHC

Pg 2 **Physical Activity Policy**

- Why we need policies
- Developing and reviewing policies
- What to include in a physical activity policy

Why we need policies

Policies are essential in ensuring consistency of care and practices within school age care settings. They help to guide the actions of everyone involved in the service and also provide a record of accountability. This helps to protect families, children, educators and management as well as allowing for clear communication about what is expected.

Policies also provide stakeholders with clear information and guidelines about what to expect from their service. Clearly written and up-to-date policies also help educators in understanding their role, daily practices within the service and the reasoning behind these practices.

Developing and reviewing policies

Developing a physical activity policy is about creating an environment that encourages children to participate in enjoyable physical activity as well as seeking additional and creative ways for children to be physically active.

Each service needs their own policy and procedures, developed in consultation with families, educators and children. A good policy will be:

- Consistent with the Education and Care Services National Law 2010, Regulations 2011 and the National Quality Standards;
- Based on information from recognised authorities;
- Developed and reviewed regularly in consultation with others (e.g. families, children, management committee, educators);
- Specific to each service, ensuring quality and consistency in educator practices;
- Promoted through inclusion in the Family Handbook and other service information;

OSHC services provide a unique opportunity for encouraging and reinforcing physical activity, in a pleasant and relaxed environment, while allowing children to participate at their own level and capacity.

What to include in a physical activity policy

The content of a Physical Activity Policy needs to address the National Quality Standards, align with the philosophy and goals of the service and include implementation practices and procedures. Content can be considered under headings such as:

- Participation
- Amount and types of physical activity
- Safe and supportive environments; and
- Equipment and facilities

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child's learning and development.</p> <p>Element 1.1.1 – Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>Element 1.1.2 – Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.1.5 – Every child is supported to participate in the program</p> <p>Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.</p> <p>Standard 1.2 – Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</p> <p>Element 1.2.2 – Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>Element 1.2.3 – Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program</p>	<p><u>Participation</u></p> <p>What issues need to be considered when encouraging participation in physical activity?</p> <p>The Australian Government Department of Health and Ageing have developed recommended guidelines for physical activity for Australians and specifically for children 5-12 years old.</p> <p>Children need opportunities to participate in a variety of activities that are fun and suit their interests, skills and abilities. A combination of moderate and vigorous activities is recommended with children encouraged to participate at a level they are comfortable with.</p> <p>Non-active children should be encouraged to participate in physical activity by talking with them and finding out what they may be interested in or allowing them to help with the set up and running of games.</p> <p>Facilities and equipment provided need to be adequate and appropriate to the children's age, skill and capacity.</p>	<ul style="list-style-type: none"> • Have physical activities available every day, either inside, outside or both. • Encourage children to use their imagination and make up fun and interesting games to play. • Physical activity is encouraged through guidelines around the use of electronic equipment. Have 'technology time' so that only during this time are any electronic devices available for use. During other times of the day, children are encouraged to try other indoor and outdoor activities. • Sports, games, dance and movement activities can be modified to enable participation by all children. • Educators encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with the activities.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

QA 2 – Children’s Health and Safety

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

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – *Each child is protected.*

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

QA 3 – Physical Environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

Standard 3.2 – *The environment is inclusive, promotes competence, independent exploration and learning through play.*

CONSIDERATIONS

Children need to have the correct clothing and footwear for outdoor play. Sun safe clothing and a broad brimmed hat should be a bare minimum however, particularly during vacation care, footwear should be closely monitored. Sandshoes or covered footwear should be encouraged as thongs and strappy sandals could be a safety hazard.

Access to local community facilities to enable opportunities for the program to extend on children’s physical activity interests.

Physical activities planned are responsive to children’s knowledge, ideas, culture, abilities and interests.

Flexibility of the program to adapt to suit the needs and interests of the children.

Skill and ability of educators to plan and implement physical activity experiences.

Opportunities for children with special/additional needs to participate with others are facilitated.

The educator/child ratio is adequate for the proposed activity through completion of a risk assessment.

The space proposed to conduct the physical activity is adequate for the numbers of children participating.

PRACTICES & PROCEDURES

- The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid requirements.
- Inclusion support funding is sought to assist with participation for all children.
- Families are encouraged to provide their child/ren with a broad brimmed sun smart hat and long sleeved clothing for outdoor play.
- Families are encouraged to ensure their child wears appropriate footwear, particularly during vacation care.
- Educators working with children are provided with opportunities for increasing their skills and knowledge in the planning and facilitation of games and physical activity.
- Physical activities and games planned as part of the program are based on children’s needs and interests.
- Children are encouraged to assist with the set-up and pack away of the physical environment and/or activities.
- The parent area contains information relating to health and wellbeing issues including physical activity requirements.
- A first aid kit is accessible to educators.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</p> <p>Standard 4.2 – Educators, co-ordinators and staff members are respectful and ethical.</p> <p>Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.1 – Respectful supportive relationships with families are developed and maintained</p> <p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.</p> <p>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</p>	<p>What social and/or cultural issues concerning physical activity will you need to consider?</p> <p>Children are encouraged to have a sense of fair play and courtesy towards others to ensure a friendly playing environment.</p> <p>Many of the games children play in the playground are recognisable the world over however they may play different versions of the same traditional games.</p> <p>Facilitation of multi-age groups of children so that the movement experience is meaningful for all.</p>	<ul style="list-style-type: none"> • An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency. • A risk assessment is conducted prior to activities and/or excursions with all educators reading and signing off on them. • Educators will act as good role models by becoming involved in and enjoying children’s physical activities. • Educators encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences. • Educators are aware of service behaviour expectations which are regularly discussed with children • Information gained through the family enrolment process relating to the physical, cultural, religious or emotional needs of the child is shared with relevant educators. • Educators talk with children, families and community members to gather ideas of games to include and where they come from.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Element 6.3.1 – Links with relevant community and support agencies are established and maintained.
Element 6.3.3 – Access to inclusion and support assistance is facilitated.
Element 6.3.4 – the service builds relationships and engages with their local community.

QA 7 – Leadership and Service Management

Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.

Element 7.1.2 – the induction of educators, co-ordinators and staff members, including relief educators, is comprehensive.

Element 7.1.4 – provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.

Standard 7.3 – Administrative systems enable the effective management of a quality service.

Element 7.3.5 – service practices are based on effectively documented policies and procedures that are available at the services and reviewed regularly

CONSIDERATIONS

Children’s cultural, spiritual and emotional backgrounds need to be considered when planning physical activity experiences.

Access to local community groups which allows opportunities for cultural experiences to be included as part of the program.

Including children with special/additional needs in physical activities.

PRACTICES & PROCEDURES

- Educators are provided with professional development opportunities to increase their skill and knowledge in the planning and implementation of games and physical activity.
- Resources and equipment provided are sufficient and accessible, allowing participation for all children.
- Risk assessments are conducted to determine the educator/child ratios for activities.
- Inclusion support assistance is facilitated to allow participation for children with special/additional needs.
- Relationships with local community groups are developed and encouraged to become part of the service program.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>Education and Care Services National Regulation (2011)</u></p> <p>Part 4.3 Physical Environment</p> <p>105 Furniture, materials and equipment The approved provider of an education and care service must ensure that each child being educated and cared for by the education and care service has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.</p> <p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development. Element 1.1.1 – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Element 1.1.2 – Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program. Element 1.1.3 – the program, including</p>	<p><u>Amount and types of physical activity</u></p> <p>As set out in the recommended guidelines for physical activity for children 5-12 years olds:</p> <ul style="list-style-type: none"> • children need to have at least 60 minutes (and up to several hours) of moderate to vigorous intensity physical activity every day <p>Ensure inclusion of moderate and vigorous intensity physical activity as part of the program, on a daily basis.</p> <p>A variety of physical activities offered with endurance, flexibility and strength-building activities incorporated into the program.</p> <p>The weather (including the UV index, temperature, wind and likelihood of rain) the day is reviewed when planning outdoor experiences.</p> <p>Ensure participation by all children, particularly children with special/additional needs.</p> <p>Children’s needs and interests relating to types of physical activities and experiences are incorporated in the program.</p> <p>Investigate in-house sporting programs such as the Active After School Communities program.</p>	<ul style="list-style-type: none"> • The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid resources. • Inclusion support funding is sought to assist with participation for children with special/additional needs. • Families are encouraged to provide their child/ren with a broad brimmed sun smart hat and sun safe clothing for outdoor play. • Families are encouraged to ensure their child wears appropriate footwear, particularly during vacation care. • Outdoor activities are planned according to the UV index for the day and sun protection measures are taken when the UV index is 3 or more. • Educators working with children are provided with opportunities for increasing their skills and knowledge in the planning and facilitation of games and physical activity. • The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

routines, is organised in ways that maximise opportunities for each child's learning.

Element 1.1.5 – Every child is supported to participate in the program

Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.

Standard 1.2 – *Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.*

QA 2 – Children's Health and Safety

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

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – *Each child is protected.*

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

QA 3 – Physical Environment

Standard 3.1 – *The design and location of the premises is appropriate for the operation of a service.*

CONSIDERATIONS

Amount and type of equipment provided for physical activities are developmentally appropriate for the children participating.

Opportunities for children to engage in creative play, dance, creative movement and drama and to respond to traditional and contemporary music are provided as part of the program.

PRACTICES & PROCEDURES

- A variety of indoor and outdoor activities are offered daily.
- Equipment provided is suitable for its intended purpose.
- An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency.
- A risk assessment is conducted prior to activities and/or excursions with all educators reading and signing off on them.
- Educators actively encourage children to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.
- To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.
- Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.
- A cd player is available for children to engage in dance, creative movement, drama and to respond to traditional and contemporary music as part of the program.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 3.2 – The environment is inclusive, promotes competence, independent exploration and learning through play.</p> <p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</p> <p>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults</p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.</p> <p>Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</p> <p>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 6.3.1 – links with relevant community and support agencies are established and maintained.</p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>Element 6.3.4 – the service builds relationships and engages with their local community.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.4 – Provision is made to ensure a suitable qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.</p> <p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u><i>Education and Care Services National Regulation (2011)</i></u></p> <p>Part 4.2 Children's health and safety</p> <p>85 Incident, injury, trauma and illness policies and procedures The incident, injury, trauma and illness policies and procedures of an education and care services required under regulation 168 must include procedures to be followed by nominated supervisors and staff members of, an volunteers at, the service in the event that a child-</p> <ul style="list-style-type: none"> (a) is injured; or (b) becomes ill; or (c) suffers a trauma. <p>87 Incident, injury, trauma and illness record (1) The provider of an education and care service must ensure that an incident, injury, trauma and illness record is kept in accordance with this regulation.</p> <p>89 First aid kits (1) The approved provider of an education and care service must ensure that first aid kits are kept in accordance with this sub-regulation, wherever the service is providing education and care to children-</p> <ul style="list-style-type: none"> (a) an appropriate number of first aid kits must be kept having regard to the number of children being educated and cared for by the service; and 	<p><u><i>Safe and supportive environments</i></u></p> <p>Safety of children whilst participating in physical activity</p> <p>Encouraging children to have a sense of fair play and courtesy towards others.</p> <p>Playground area and equipment are routinely checked for safety using a comprehensive checklist.</p> <p>All sessions adequately supervised by educators.</p> <p>Educators to be aware of current and predicted weather conditions when planning outdoor play.</p> <p>Educators and children wearing a broad-brimmed hat, sun safe clothing and regularly applying sunscreen, when involved in outdoor activities.</p> <p>Educator's role modelling fair play, upholding behaviour expectations, sun safe behaviour and encouraging children to play in the shaded outdoor areas, particularly during summer.</p> <p>Regular drinks of cool drinking water are offered and encouraged before, during and after periods of physical activity.</p> <p>Ensure a well maintained first aid kit is on hand at each physical activity session as well as an educator with the current first aid, CPR, anaphylaxis and emergency asthma</p>	<ul style="list-style-type: none"> • Educators are aware of service behaviour expectations which are regularly discussed with children • Indoor and outdoor safety checklists are completed daily, prior to children having access to those areas. • Outdoor playground equipment is checked regularly using a maintenance checklist. • An Educator with first aid, CPR, anaphylaxis management and emergency asthma management training is available at all times the service is in operation and immediately available in an emergency. • A first aid kit is on hand at each physical activity session. • Educators are provided with regular training in service procedures relating to harassment and lockdown, emergency, accident, etc. • Risk assessments are completed for the physical environment and prior to activities and/or excursions, with all educators reading and signing off on them. • The supervision of games and activities are planned to ensure; they are within the regulated educator/child ratios, have risk management procedures if needed and adequate first aid requirements. • Families are encouraged to provide their child/ren with a broad brimmed sun safe hat for outdoor play.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

- (b) the first aid kits must be suitably equipped; and
 - (c) the first aid kits must be easily recognisable and readily accessible to adults, having regard to the design of the education and care service premises
- Part 4.3 Physical Environment

103 Premises, furniture and equipment to be safe, clean and in good repair

- (2) The approved provider of an education and care service must ensure that the education and care service premises and all equipment and furniture used in providing the education and care service are safe, clean and in good repair.

114 Outdoor space - shade

The approved provider of a centre-based service must ensure that outdoor spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun.

115 Premises designed to facilitate supervision

The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and

CONSIDERATIONS

management training (on hand or available immediately in an emergency).

Ensuring the space designated for physical activity is suitable (e.g. large enough to run around if playing soccer).

Ensuring environments are flexible and adaptable to allow participation by all children.

Ensuring educators and children are aware of using the equipment safely and for its intended purpose.

The space proposed to conduct the physical activity is adequate for the numbers of children participating.

Educators are aware of procedures in relation to harassment and lockdown, emergency, accident, etc.

PRACTICES & PROCEDURES

- Families are encouraged to ensure their child wears sun smart clothing, particularly during vacation care.
- Outdoor activities are planned according to the weather (including the UV index, temperature, wind and likelihood of rain). Sun protection measures are taken when the UV index is 3 or more.
- Educator's role model fair play and sun safe behaviour and encourage children to play in the shaded outdoor areas, particularly during summer.
- Regular drinks of cool drinking water are offered and encouraged throughout the day.
- Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.</p> <p>Part 4.4 Staffing arrangements</p> <p>123 Educator to child ratios – centre based services</p> <ol style="list-style-type: none"> The minimum numbers of educators required to educate and care for children at a centre-based service is to be calculated and in accordance with the following ratios- <ol style="list-style-type: none"> For children over preschool age in a jurisdiction, the relevant ratio (if any) set out in Chapter 7 for that jurisdiction (refer Part 7.5, Division 2, regulation 298) <p>136 First aid qualifications</p> <ol style="list-style-type: none"> The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service- <ol style="list-style-type: none"> At least one educator who holds a current approved first aid qualification; 	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

- (b) At least one educator who has undertaken current approved anaphylaxis management training;
- (c) At least one educator who has undertaken current approved emergency asthma management training.
- (4) The same person may hold one or more of the qualifications set out in sub-regulation (1).

National Quality Standards

QA 2 – Children’s Health and Safety

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

Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.

Standard 2.3 – Each child is protected.

Element 2.3.1 – Children are adequately supervised at all times.

Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Element 2.3.3 – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

CONSIDERATIONS

The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.

PRACTICES & PROCEDURES

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i></p> <p>Standard 3.2 – <i>The environment is inclusive, promotes competence, independent exploration and learning through play.</i></p> <p>QA 4 – Staffing arrangements</p> <p>Standard 4.1 – <i>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing</i></p> <p>Standard 4.2 – <i>Educators, co-ordinators and staff members are respectful and ethical.</i></p> <p>Element 4.2.1 – Professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p>Standard 5.1 – <i>Respectful and equitable relationships are developed and maintained with each child.</i></p> <p>Element 5.1.1 – Interactions with each child are warm, responsive and build trusting relationships.</p> <p>Element 5.1.3 – Each child is supported to feel secure, confident and included.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.2 – Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Element 5.2.3 – The dignity and rights of every child are maintained at all times.

QA 6 – Collaborative partnerships with families and communities

Standard 6.1 – Respectful supportive relationships with families are developed and maintained.

Element 6.1.1 – There is an effective enrolment and orientation process for families.

Standard 6.2 – Families are supported in their parenting role and their values and beliefs about child rearing are respected.

Element 6.2.1 – The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.

Standard 6.3 – The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

Element 6.3.3 – Access to inclusion and support assistance is facilitated.

CONSIDERATIONS

The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.

PRACTICES & PROCEDURES

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.</p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Element 7.1.5 – Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.</p> <p>Standard 7.2 – There is a commitment to continuous improvement.</p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p> <p>Standard 7.3 – Administrative systems enable the effective management of a quality service.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>	<p>The National Quality Standards and Regulatory requirements are largely self explanatory therefore the Considerations, Practices & Procedures as identified previously within this section, still apply.</p>	

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS

Education and Care Services National Regulation (2011)

Part 4.3 Physical Environment

113 Outdoor space – natural environment

The approved provider of a centre-based service must ensure that the outdoor spaces provided at the education and care service premises allow children to explore and experience the natural environment.

National Quality Standards

QA 1 – Educational program and practice

Standard 1.1 – *An approved learning framework informs the development of a curriculum that enhances each child's learning and development.*

Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child's learning

Element 1.1.5 – Every child is supported to participate in the program

Element 1.1.6 – Each child's agency is promoted, enabling them to make choices and decisions and influence events in their world.

Standard 1.2 – *Educators and co-ordinators are focused and reflective in designing and delivering the program for each child.*

CONSIDERATIONS

Environment and Resources

Environments are designed or adapted to ensure participation by every child in the service, including adaptive equipment to support the inclusion of children with special/additional needs.

Playground area and equipment are routinely checked for safety.

Educators and children are instructed how to use equipment safely and what its intended purpose is.

Equipment is well maintained and cleaned regularly.

Outdoor areas provide adequate shade during outdoor play.

Areas used by children are easily supervised by Educators.

Hazardous areas are safely fenced and inaccessible to children.

Activity planning takes into consideration the safety of the area designated for the activity, including the number of children participating.

An environment that ensures there are adequate spaces for children to work, learn, play and talk together in small groups.

PRACTICES & PROCEDURES

- Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Indoor and outdoor safety checklists are completed daily, prior to children having access to those areas.
- Outdoor playground equipment is checked regularly using a maintenance checklist.
- Risk assessments are completed for the physical environment and prior to activities and/or excursions, with all educators reading and signing off on them.
- Outdoor activities are planned according to the weather (including the UV index, temperature, wind and likelihood of rain). Sun protection measures are taken when the UV index is 3 or more.
- Educator's role model sun safe behaviour and encourage children to play in the shaded outdoor areas, particularly during summer.
- Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 1.2.2 – educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.</p> <p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.2 – <i>Healthy eating and physical activity are embedded in the program for children.</i></p> <p>Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p> <p>Standard 2.3 – <i>Each child is protected.</i></p> <p>Element 2.3.1 – Children are adequately supervised at all times.</p> <p>Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i></p> <p>Standard 3.2 – <i>The environment is inclusive, promotes competence, independent exploration and learning through play.</i></p> <p>Standard 3.3 – <i>the service takes an active role in caring for its environment and contributes to a sustainable future.</i></p> <p>Element 3.3.2 – Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>Risk assessments conducted to ensure outdoor play spaces are safe and allow for appropriate risk taking.</p> <p>An outdoor space that includes plants, trees, edible gardens, rocks, mud, water and other elements from nature.</p> <p>Children being able to initiate their own experiences by using equipment and resources that they can access independently.</p> <p>Educators support children to manipulate equipment and manage tools to increase their competence and skill.</p> <p>Learning environments are planned to include appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks.</p> <p>Resources and materials offered reflect the diversity of families and the broader community.</p> <p>A range of equipment and resources that engage children in energetic experiences that help them to develop movement, coordination, balance, flexibility and strength are provided.</p> <p>Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.</p>	<ul style="list-style-type: none"> • Children are encouraged to assist with the set-up and pack away of the physical environment and/or activities. • Resources and equipment provided are sufficient and accessible, allowing participation for all children. • Equipment provided is suitable for its intended purpose. • A first aid kit is on hand at each physical activity session. • In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities. • Provision of shelving and storage that allows children to access resources independently. • A wide range of real, commercial, natural, recycled and homemade materials are provided to support the children’s learning in a variety of ways. • A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 6 – Collaborative partnerships with families and communities</p> <p><i>Standard 6.3 – The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.</i></p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>QA 7 – Leadership and service management</p> <p><i>Standard 7.1 – Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p><i>Standard 7.2 – There is a commitment to continuous improvement.</i></p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p> <p><i>Standard 7.3 – Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p><u>National Quality Standards</u></p> <p>QA 1 – Educational program and practice</p> <p>Standard 1.1 – An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.</p> <p>Element 1.1.1 – Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effective communicators.</p> <p>Element 1.1.2 – each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>Element 1.1.3 – The program, including routines, is organised in ways that maximise opportunities for each child’s learning</p> <p>Element 1.1.5 – Every child is supported to participate in the program</p> <p>Element 1.1.6 – Each child’s agency is promoted, enabling them to make choices and decisions and influence events in their world.</p> <p>QA 2 – Children’s Health and Safety</p> <p>Standard 2.2 – Healthy eating and physical activity are embedded in the program for children.</p> <p>Element 2.2.2 – Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.</p>	<p><u>Learning about physical activity</u></p> <p>What considerations guide educators when encouraging the importance of physical activity to children?</p> <p>Collaboration with children to ensure the physical games and activities offered suit the needs and interests of the children.</p> <p>Children being encouraged to have a sense of fair play and courtesy towards others to ensure a friendly playing environment.</p> <p>Educators providing an inclusive environment to support participation by all children.</p> <p>Educators being involved and showing enjoyment when participating in children’s physical activity experiences.</p> <p>Educator’s knowledge and understanding of the importance of physical activity to health and wellbeing.</p> <p>Children being offered leadership opportunities allowing them to make choices and decisions.</p> <p>Collaboration with community groups through inclusion of the Active After-school Communities Program (AASC).</p> <p>Environments are planned to include appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks.</p>	<ul style="list-style-type: none"> • Educators are aware of service behaviour expectations which are regularly discussed with children. • Encourage children to use their imagination and make up fun and interesting games to play independently and with others. • Games are modified to enable participation by all children. • Educators act as good role models through involvement in and enjoyment of children’s physical activities. • Children learn how physical activity contributes to health and wellbeing through conversations with educators and involvement in games and activities both planned and spontaneous. • Inclusion support funding is sought to assist with participation for children with special/additional needs.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Standard 2.3 – <i>Each child is protected.</i></p> <p>Element 2.3.1 – Children are adequately supervised at all times.</p> <p>Element 2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.</p> <p>QA 3 – Physical Environment</p> <p>Standard 3.1 – <i>The design and location of the premises is appropriate for the operation of a service.</i></p> <p>Element 3.1.1 – Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.</p> <p>Element 3.1.3 – Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.</p> <p>Standard 3.2 – <i>The environment is inclusive promotes competence, independent exploration and learning through play.</i></p> <p>Standard 3.3 – <i>the service takes an active role in caring for its environment and contributes to a sustainable future.</i></p> <p>Element 3.3.2 – Children are supported to become environmentally responsible and show respect for the environment.</p>	<p>Families are encouraged to talk with educators regarding their expectations for physical activity in relation to their child.</p> <p>What strategies are in place for educators to access professional development relating to physical activity?</p> <p>Appropriate physical activity manuals and other resources are available at the service.</p> <p>Resources that describe games and activities suitable for children are collected, collated and accessible as resources for educators.</p> <p>Educators are offered professional development opportunities relating to physical activity.</p> <p>The service budget makes provision for physical activity professional development.</p>	<ul style="list-style-type: none"> Physical activity professional development is identified and provided for in the service budget. Physical activity resources are accessible to educators to assist with program planning and scaffolding children’s play. Physical activity planning is a regular issue on the team meeting agenda.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>QA 4 – Staffing arrangements</p> <p><i>Standard 4.2 – Educators, co-ordinators and staff members are respectful and ethical.</i></p> <p>Element 4.2.1 – professional standards guide practice, interactions and relationships.</p> <p>QA 5 – Relationships with children</p> <p><i>Standard 5.1 – Respectful and equitable relationships are developed and maintained with each child.</i></p> <p><i>Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</i></p> <p>QA 6 – Collaborative partnerships with families and communities</p> <p><i>Standard 6.1 – respectful and supportive relationships with families are developed and maintained.</i></p> <p>Element 6.1.1 – there is an effective enrolment and orientation process for families.</p> <p>Element 6.1.3 – current information about the service is available to families</p> <p><i>Standard 6.2 – Families are supported in their parenting role and their values and beliefs about childrearing are respected.</i></p>	<p>What strategies are in place to provide families with information about physical activity?</p> <p>The family handbook is provided to families upon enrolment with relevant information relating to physical activities as part of the service program.</p> <p>Physical activity information brochures and guidelines are accessible for families at the sign-in area.</p> <p>Local sporting and community group information is accessible to families.</p> <p>Service newsletters and face to face conversations with educators about their child's time at the service</p> <p>See <i>PANOSH Communicating with Families</i> for further ideas.</p>	<ul style="list-style-type: none"> • A family orientation process is followed on enrolment which includes a tour of the service environment and information about the service program and activities provided. • 'Australia's Physical Activity Recommendations for 5-12 year olds' is available at the parent sign-in area.

NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS	CONSIDERATIONS	PRACTICES & PROCEDURES
<p>Element 6.2.1 – the expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p> <p>Standard 6.3 – <i>The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.</i></p> <p>Element 6.3.1 – links with relevant community and support agencies are established and maintained.</p> <p>Element 6.3.3 – Access to inclusion and support assistance is facilitated.</p> <p>QA 7 – Leadership and service management</p> <p>Standard 7.1 – <i>Effective leadership promotes a positive organisational culture and builds a professional learning community.</i></p> <p>Element 7.1.2 – The induction of educators, co-ordinators and staff members is comprehensive.</p> <p>Element 7.1.4 – provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear expectations for teaching and learning.</p> <p>Standard 7.2 – <i>There is a commitment to continuous improvement.</i></p> <p>Element 7.2.3 – An effective self-assessment and quality improvement process is in place.</p>		

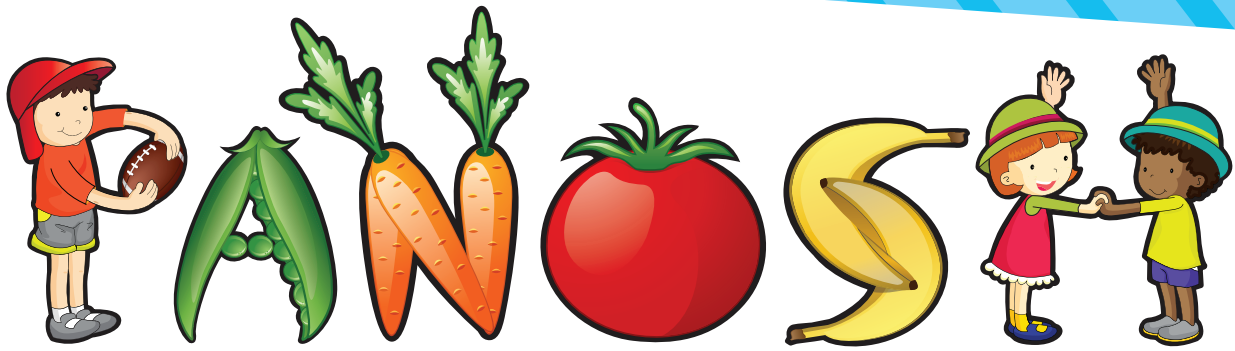
<p>NATIONAL QUALITY STANDARDS & REGULATORY REQUIREMENTS</p>	<p>CONSIDERATIONS</p>	<p>PRACTICES & PROCEDURES</p>
<p>Standard 7.3 – <i>Administrative systems enable the effective management of a quality service.</i></p> <p>Element 7.3.4 – processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</p> <p>Element 7.3.5 – Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>		
	<p><u>Other issues</u></p> <p>Other issues important for your service and your own particular situation.</p> <p>A section of the playground out of bounds due to safety issues.</p> <p>Construction work within your outdoor space.</p> <p>Sharing indoor space limits the amount and type of indoor physical activities offered.</p>	<ul style="list-style-type: none"> • Risk assessments are completed for the physical environment and prior to activities, with all educators reading and signing off on them. • Educators encourage children to play safely while negotiating indoor play spaces to ensure the safety and wellbeing of themselves and others.

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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 2

Supporting Physical Activity In OSHC

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Supporting Physical Activity in OSHC

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Supporting Physical Activity in OSHC

Physical wellbeing contributes to children's ability to socialise, concentrate, co-operate, learn and move effectively. Physical activity and attention to fine and gross motor skills provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves.

'Australian's Physical Activity Recommendations for 5-12 year olds' states that "Children should be involved in a combination of moderate and vigorous intensity physical activities every day for at least 60 minutes (and up to several hours). Children will typically accumulate activity in intermittent bursts ranging from a few seconds to several minutes, so any sort of active play will usually include some vigorous activity."

- Moderate physical activity should be equal in intensity to a brisk walk and could include a whole range of activities or any sort of active play
- Vigorous activities should make kids 'huff and puff' and may include organised sports such as football, netball, running and swimming

Embedding physical activities

Physical activity is important for healthy growth and development. School age care services offer a diverse range of opportunities for physical activity which enhance children's learning outcomes, support their personal growth and promote lifelong active lifestyles.

By collaborating with children, educators can plan opportunities for energetic physical activities including dance, energetic drama, movement, sports and games as well as encourage a balance between passive and active experiences. Through both planned and spontaneous activities, educators provide encouragement and support for children to participate in experiences that combine gross and fine motor skills and balance as well as increase children's spatial awareness and problem-solving skills. Educators plan physical activity based on the children's current knowledge, ideas, culture, abilities and interests as well as demonstrating flexibility in program delivery to ensure that the experiences are relevant and engaging. The availability of sufficient, age appropriate resources, materials and equipment allows children to extend their learning, stimulate their curiosity and challenge them to take appropriate risks in their play.

Physical activity of moderate and vigorous intensity should be part of the everyday routine. Educators encourage children to lead a healthy and active lifestyle by designing the environment to ensure children have access to available equipment as well as flexibility for both indoor and outdoor play.

A physical activity plan template is included at the end of this section.

Equipment and resources

School age care services need to ensure that resources, materials and equipment are sufficient in variety and number to:

- Meet the range of interests, ages and abilities of children
- Avoid overcrowding and ensure that children do not have to wait for long periods to participate or access resources or facilities
- Minimise disputes over their use
- Use in a range of ways

Equipment and resources that are inclusive as well as age and capability appropriate should be organised for children to access independently to encourage them to initiate their own play and learning experiences.

Indoor spaces may have open bookshelves for games and puzzles, a craft trolley with a variety of collage materials, scissors, sticky tape, etc. (placed next to the recyclables box), a stereo for spontaneous dance routines and a well-stocked home corner. Open access to these resources helps to create opportunities for children to direct their own learning and apply skills and knowledge in other contexts.

Equipment and resources that children can use for outside activities should also be easily accessible. Selections of hula hoops, bean bags, balls and cars and trucks can all be offered to extend on children's outside interests and to encourage spontaneous game development. Outdoor environments offering both natural features such as shaded grass areas, edible gardens, plants and trees as well as structures such as playgrounds and undercover areas can allow opportunities for children to engage in physical activity as well as encouraging exploration, problem solving and creative expression.

Engaging non-active children

Sedentary behaviour, or inactivity, can be described as time spent in tasks requiring minimal energy expenditure. Many different types of sedentary behaviour exist. For example, in older children, sedentary behaviour can be productive (e.g. homework) and non-productive (e.g. electronic games). Electronic media are the most scrutinised forms of sedentary behaviour and can include, but are not limited to, television, DVD's, console games, computers and hand-held electronic games. Children shouldn't spend more than 2 hours a day doing these things, particularly at times when they could be enjoying more active pursuits.

Physical activity is well recognised as being beneficial for children's health. School age care services implement a number of strategies to engage non-active children including involvement in the Active After-school Communities program. Involvement provides children with an opportunity to participate in new activities and enables them to build on their motor skills and sporting abilities as well as improving confidence, self esteem and generating a more positive outlook on life.

Strategies that OSHC services may develop include (but are not limited to):

- Participation in the AASC program
- Limiting screen time activities during OSHC
- Supporting non-active educators to facilitate physical activity sessions
- Organising the environment to enable free choice of equipment
- Planning and implementing non-sporting physical activities such as nature walks or bike riding
- Implementing indoor physical activities such as musical chairs or dancing

It is important for parents and educators to be good role models by leading a healthy lifestyle and sharing the responsibility of encouraging children to be physically active and to engage in active play every day.

Facilitating groups of varying ages and/or abilities

The grouping of children when participating in physical activity that require teams or groups of participants may depend on several factors including age, size, gender, strength, skill, experience as well as emotional and social maturity. When facilitating group activities, educators need to ensure they:

- Create a team atmosphere by listening, encouraging and involving children in decision-making about the activity
- Give clear expectations for participation and behaviours. Collaborate with the children to create rules and consequences

- Make allowances for the slowest, the youngest and the smallest to encourage skill development and fun
- Challenge the more skilful children to take on leadership responsibilities
- Encourage each child's participation according to their ability and level of comfort with the activity

Physical activities, both planned and spontaneous, may be required to accommodate a range of abilities with educators needing to be skilful in modifying and adapting games to suit the group of children participating. There are several factors for 'how and why' a game might be modified including:

- Safety – ensuring the environment is safe for all participants
- Skill development – changing the activity to progressively develop skills (e.g. easier – harder)
- Variety - to maintain children's interest and experience different equipment
- Inclusion – providing challenges that match ability levels and foster teamwork

Children with additional needs

Through working in partnership with children, families and other agencies, school age care services must continually strive to find ways to ensure that all children have opportunities to experience a sense of personal worth and achieve identified learning outcomes.

The school age care environment should be designed or adapted to ensure participation by every child in the service, including adaptive equipment to support the inclusion of children with additional needs. For example, visually impaired children may fully engage in physical activities if provided with beeper balls, beeper targets or other textured items. Offering a wide range of resources, materials and equipment assists children to feel secure, confident and included and actively promotes children's learning through worthwhile and challenging experiences. Co-operative rather than competitive experiences should be considered when planning games and activities as success is experienced through working together to achieve common goals, accepting everyone's efforts and positively engaging all participants.

Communication is an important consideration when working with children with additional needs. It is important for educators to have the ability to listen to the child's needs and not prejudge their capabilities. Generally, if you want to know what help or assistance the child needs, ask them as they will soon let you know if they can manage by themselves! Some children with additional needs may not be able to communicate using speech and may use assistance aids such as communication boards or sign language. It is important to communicate with these children using all of your visual and verbal communication skills, backing these up with positive body language and facial expressions. Educators need to use a variety of strategies when communicating with children with additional needs and should tailor their interaction to suit the child's particular need, for example:

Children in wheelchairs

- Try to be at eye level with them by sitting in a chair or squatting or kneeling beside them
- Be aware that their wheelchair is considered to be part of their personal space therefore touching, or leaning on their chair should be done in a respectful manner

Children with vision impairment

- Address children by name and always give your name

- Be aware of how much the child can see, as many people with vision impairment have some degree of vision therefore standing in a particular position (e.g. directly in front of them or to one side) may suit their visual range
- When giving instructions/directions, visual instructions supported by clear verbal information may be useful. Don't talk about 'here' or 'there'
- If a child requests manual guidance, wait for them to take your arm or elbow and walk beside them but slightly in front, so they can sense any changes of direction. As you move, give verbal information about the surface you are walking on (e.g. steps or sloped, gaps or doors)

Children with a hearing impairment

- Ensure you are standing in front of the child where they can clearly see your face. Avoid standing with the sun or bright light behind you as it may put your face into shadow
- Use visual aids, instruction books and/or diagrams to assist with communication
- Speak clearly without shouting and in normal tone
- Attract their attention before speaking to them with a tap on the shoulder from the front or a wave in their peripheral vision
- Be prepared to move to a quieter area if the child has trouble hearing or understanding you

Children with a learning disability

- Keep your explanations brief and clear and check that they have understood what you have told them as each child's degree of understanding will vary greatly. Use short and simple sentences
- Give them the opportunity to explain what information or assistance they need, keeping in mind that some may need more time to express themselves than others
- Ask them to repeat themselves if you don't understand. Don't try and guess as it may be more embarrassing if you get it wrong
- Use visual aids, instruction books and/or diagrams to assist with communication

Facilitating learning for children with additional needs extends beyond playing. Learning experiences should include routine and life skill activities that support children's efforts to fully participate. School age care services work collaboratively with the child's family, school and/or support agencies to ensure that both planned and spontaneous experiences support children to develop and practise the skills required to maintain positive relationships and manage their own behaviours.

Children with medical conditions

Whilst a number of medical conditions including asthma, diabetes and epilepsy do not exclude a child from participating in physical activity, it may limit their participation and involvement. Information relating to the child's health and/or medical needs should be obtained from the parent through the service enrolment process with health care plans developed according to specific need.

While these conditions can be controlled through proper management and medication there are times when the child's participation may be limited by unforeseen changes in their condition. Educators need to be aware of the child's medical condition and the effect it may have on them if participating. The child's capacity to participate may also vary depending on whether the sport or activity is classified as contact or collision, limited contact or non-contact.

Physical Activity Plan template

Session: Before School Care/After School Care/Vacational Care

Date from: / / Date to: / /

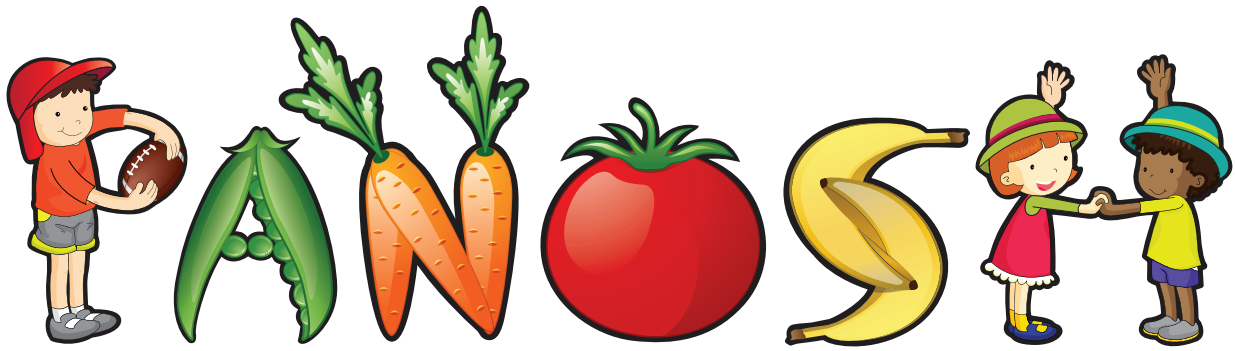
Theme:

<u>Standard activities available everyday</u>	Location e.g. oval, under cover area

<u>Activities available for the day</u>					
	Monday	Tuesday	Wednesday	Thursday	Friday
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					
Focus					
Activity planned					
Location					

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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 3

Promoting Safe Play

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Promoting Safe Play

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Example Documentation

- Daily risk management checklist – outdoor areas
- Playground maintenance checklist
- Risk assessment template
- Sample risk assessment
- Daily cleaning schedule template

The physical environment plays a critical role in keeping children safe; reducing the risk of unintentional injuries; contributing to their wellbeing, happiness, creativity and developing independence; and determining the quality of children's learning and experiences. The way in which the environment is designed, equipped and organised determines the way that space and resources are used by children. An adequate number of carefully chosen resources, materials and equipment contribute to each child's sense of belonging and challenges them to explore new possibilities.

Many OSHC services have real challenges when it comes to the space they have to operate from. Quite often the indoor space is shared with a school class or other community group. This may require resources and equipment to be packed away and secured at the end of each session and portable arrangements will need to be considered. Outdoor space often includes large grassed areas as well as undercover areas and playground structures. However there may be restrictions relating to how the service uses the space and what equipment can be put there. Whatever space services have available to them, the arrangement needs to be flexible enough to allow provision of the range of activities necessary to support each child's participation and opportunities to achieve learning outcomes.

Outdoors

As per the Education and Care Services National Regulation 2011 services must ensure that 'outside spaces provided at the education and care service premises include adequate shaded areas to protect children from overexposure to ultraviolet radiation from the sun'.

Natural shade, in the form of well planted trees and shrubs, can provide shade and help to improve the natural environment at the same time. Shade sails and fixed structures can be built throughout the environment to create undercover areas that can be used in all weather conditions.

Outside conditions also need to be considered when planning outdoor play as the weather (heat, humidity, cold, wind and rain) can affect children's safe participation in physical activity. Children are highly susceptible to extremes in temperature therefore it is important to ensure children:

- Are well hydrated before, during and after participating, particularly during periods of hot weather
- Have sufficient and appropriate clothing to suit the outdoor conditions (e.g. track pants, jumpers, hats, etc)

Equipment and Maintenance

Implementing safety routines and procedures related to maintenance and hazard reporting contribute to ensuring that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Services may have several strategies in place to ensure the safety of the environment, equipment and resources, including:

- Daily safety checks - conducting daily safety checks of both the indoor and outdoor environment can assist with monitoring the maintenance of buildings and equipment
- Playground equipment – playground structures need to be checked regularly to ensure they are continually safe for children to use
- Risk Assessments – to ensure best practice, risk assessments and management plans should be developed for any indoor and outdoor areas the children have access to, and any activities they

may be involved in that may pose risk of injury or harm. For example, helmets may be a requirement for children to wear when participating in bike riding activities. All team members should be aware of the risk assessments and management controls used for the areas/activity they are supervising. It is a regulatory requirement for risk assessments to be developed for all excursions and regular outings

- Cleaning – services may develop a cleaning checklist to ensure all equipment and resources are kept clean and in good repair
- Purchasing – services should ensure that equipment and resources purchased comply with the relevant Australian Safety Standards
- Use – educators need to ensure that the equipment and resources are suitable for their purpose and may require training and guidance to ensure the equipment is used according to its purpose

Please refer to the sample template documents at the end of this section for use when reflecting on practice in your own service.

Sun Safety

We all need some sun exposure; it's our primary source of vitamin D, which helps us absorb calcium for stronger, healthier bones. But it doesn't take much time in the sun for most people to get the vitamin D they need, and repeated unprotected exposure to the sun's ultraviolet radiation can cause skin damage, eye damage and skin cancer. Most children have a lot of sun exposure before age 18, so it's important to teach children how to enjoy fun in the sun safely.

Sunlight contains three types of ultraviolet radiation: UVA, UVB and UVC

- **UVA** causes skin ageing and wrinkling and contributes to skin cancer, such as melanoma. Because UVA passes effortlessly through the ozone layer, it makes up the majority of our sun exposure.
- **UVB** is also dangerous, causing sunburn and cataracts of the eyes. It can also contribute to skin cancer. Melanoma, the most dangerous form of skin cancer, is thought to be associated with severe UVB sunburns that occur before the age of 20. Most UVB radiation is absorbed by the ozone layer, but enough passes through to cause serious skin damage.
- **UVC** is the most dangerous, but fortunately, it is blocked by the ozone layer and doesn't reach the earth.

It is important to be protected from exposure to UVA and UVB radiation. School age care services need to practice sun safety throughout the whole year.

Implementing sun safe practices

OSHC services must ensure they have effective policies and procedures in place as well as consistently implementing sun safe practices such as:

- Ensuring all children playing outside during the day:
 - o Have adequate sun protection or use shaded/covered areas
 - o Wear broad-brimmed hats that protect their face, neck and ears

- o Wear appropriate sun safe clothing such as shirts with sleeves and high collars
- o Have applied an allergy safe, water resistant, broad spectrum sunscreen, with parent permission
- Planning physical activity sessions early in the morning and late in the afternoon, outside the peak UV times of the day
- Educators' role modelling sun safe practices such as applying sun screen, wearing a broad-brimmed hat and appropriate sun safe clothing

Involving families

The children's enrolment process should include information for families relating to the service's sun safe policy and practices with additional information about sun safety being accessible at the parent sign-in area.

Services will encourage families to provide:

- A broad-brimmed legionnaire or bucket-style hat for outdoor play. Caps and visors do not provide adequate protection from the sun
- Clothing for outdoor play that covers as much skin as possible. Strappy tops and singlets should be discouraged
- Broad spectrum and water resistant sun screen. The service may have sun screen readily available for all children to use however children with sensitive skin or allergies are encouraged to supply their own
- Ongoing feedback and support for the service Sun Safe Policy

Water Activities

Water activities are popular with school age children. To enable them to gain water confidence and an understanding of water safety, children need to be exposed to water-play experiences. For many children attending OSHC the opportunity to participate in water and swimming activities will occur during the vacation care periods.

Water activities can also be planned during after school care sessions, particularly during summer. Water troughs, water wheels, water pumps and boats can all be used to extend on the children's interests.

Swimming

Assessing the risk and planning accordingly is vital to ensure safe swimming experiences for all children. Additionally, if the swimming experience occurs as part of an excursion or outing, a risk assessment must be completed. Supervision of children is critical to maintain the safety of the children. Planning and preparation of the activity should include:

- Choosing a suitable venue. Natural swimming areas are great to use however there may be other issues to consider such as water clarity, how fast the water is moving and available life saving facilities. When using a purpose built swimming facility, the numbers of other people using the pool at the same time also needs to be considered
- Determine the appropriate ratio of educators to children attending the activity based on the completed risk assessment. Risk assessments must identify control measures taken including documentation collected about swimming abilities

- Ensuring all educators are aware of each child's swimming ability. Do not assume older children are competent swimmers as age has nothing to do with swimming skill. Parents should complete appropriate paperwork prior to their child attending any swimming activity
- Explaining the rules prior to children entering the water and ensuring all children and educators understand the expectations regarding appropriate behaviour in and around the pool
- Locating educators throughout the swimming area, positioning them to maximise their view of the swimming area. Educators should scan the area frequently, monitoring children's behaviour and counting the number of children within the group repeatedly
- Ensuring all children are wearing sun protective swim shirts and SPF 30+ sunscreen

Clear policies, procedures and risk management processes relating to water activities is a regulatory requirement therefore services need to ensure these are up to date and circulated to all educators.

Supervision

Supervision is a key aspect of ensuring children's safety and protection in the service environment. Educators need to be alert and aware of risks and hazards and the potential for accidents and injury throughout the service, not just within their immediate area.

Supervision is part of the duty of care that requires educators to attend to children at all times. Educators need to actively supervise children to identify risks and therefore minimise injury. Children often challenge their own abilities but are not always able to recognise the potential risks involved; therefore active supervision ensures that children's play is enjoyable and their learning experiences are maximised. By watching children closely, educators are able to identify opportunities for supporting and scaffolding children's play experiences.

In school age care a wide range of ages are catered for so it is important for educators to assess each situation and supervise accordingly. For example, young children will require close monitoring at all times. However, for older children it is important to balance the need for close supervision with the respect for their age and increasing independence. A well defined private space that is monitored at regular intervals can provide older children with opportunities to assume greater responsibility and self-management.

OSHC services may implement a variety of supervision strategies including various styles and systems of supervision. Supervision may be direct and constant, intermittent, focused on an area of play space or related to a specific group of children. In general, the system of supervision will vary according to:

- The type of activity
- The location of the activity
- The age, skill and capability of the children involved in the activity
- The age and skill of educators supervising children

Any system of supervision requires educators to:

- Use their senses to gather information
- Regularly scan the area and note the movement of children
- Position their body to face the children they are supervising
- Be 'one step ahead' of the action by:

- o Looking for patterns of behaviour
- o Anticipating behaviours before they occur
- o Being aware of each child's needs
- Be 'with-it' at all times by knowing:
 - o What has happened
 - o What is happening
 - o What is likely to happen next

Supervision Skills

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

Scanning

Scanning involves regularly looking around the whole area to observe all the children in the vicinity. This is useful when educators are directly involved in an activity with an individual child or group of children but also need to supervise surrounding areas.

By continually scanning the area you will be able to quickly intervene in a dispute or situation where children could be placed at risk. As you scan the area, note the number of children present, what they are doing and the movement of children within the area. Sudden movement of a group of children that is not connected to a game, could indicate something has happened or is about to happen.

Positioning

The physical position you take will determine how well you are able to supervise the children within your area. When choosing a position, consider any obstacles to seeing or hearing the children and always position yourself to be able to observe the maximum area possible. Never sit or stand with your back to the children.

Organise furniture and equipment, both indoors and out, to allow for maximum vision. Observe the movement of children to determine favourite and popular play areas and position yourself so you can monitor those areas closely.

Listening

Listening closely to children will help supervise areas that may not be in a direct line of sight. This is particularly useful when supervising areas where children may be playing in corners, behind trees or play equipment. Anticipating children's play will allow educators to assist children as difficulties arise or to intervene where there is the potential for danger.

Being 'with-it'

Educators need to be aware of what is known about each child and the level of supervision they may need. This includes knowing the child's range of skills, interests and capabilities when interacting with others. With this knowledge you can assess the situation at any time and determine whether intervention is or will be required. By being alert you will also be able to capture some of the magical moments of a child's day. You will notice children engaged in co-operation, kindness, sharing, leadership, perseverance and caring. Acknowledging these qualities and skills will further enhance behaviours that assist in maintaining a safe and secure environment.

Supervision systems

Each situation needs to be assessed to determine the most appropriate system of supervision. Educators need to be particularly diligent in attending to areas that pose a high risk to children. Effective supervision systems will reduce children's injuries and allow educators to meaningfully interact with and respond to the children. All of the following supervision systems may be used in the program to cater for the various situations.

Direct and constant supervision

Some activities require direct and constant supervision from educators to ensure children's safety. To determine if this style of supervision is required, an assessment must be made on the level of risk involved in the activity against the skill and developmental stages of the children participating. An older child who is experienced in riding a bike or using the monkey bars at the playground may not require direct supervision however, a younger child who is just learning to climb, would need closer and more constant supervision.

Intermittent supervision

It is important that the supervision systems reflect the growing independence and increased skill of older children therefore intermittent supervision may be appropriate for older children participating in low risk activities. Through this form of supervision, children have opportunity to take greater responsibility for themselves and their actions.

Intermittent supervision must be well planned. The expectations of the children should be clearly stated, the level of responsibility, maturity and self control of the children known and the play areas defined. Educators must check on the children within this area regularly and not get too involved in other activities.

Area supervision

This requires an educator to take responsibility for a particular area such as the oval, craft room, kitchen or outdoor area and be accountable for the children within that designated area. Area supervision can allow children to move freely between play areas and is easy to plan and manage. A communication system for educators may need to be implemented to ensure this system of supervision is managed effectively.

Group supervision

This relates to a group of children regardless of the play area they are in. An educator may directly supervise the children by interacting and participating in the activities together or alternatively, children may be scattered throughout the play area with one specific educator having responsibility for them. Group supervision is useful for excursions to venues where it is more difficult to supervise a large group of children and may allow children to be grouped according to age, interests or skill level.

Floater supervision

This refers to a system where an educator moves among the play areas supporting and encouraging other educators and children. The 'floater' keeps track of the 'big picture' and doesn't monitor a specific activity or area. This educator is aware of the children's movements and is available to assist when required. Floater supervision works well in larger services where it may be possible to dedicate an educator to this role.

Ensuring constant supervision

Educators will often need to respond flexibly to children's and family needs while maintaining supervision standards. Policies and procedures that address supervision can promote consistency in educator practice and should be reviewed regularly by all stakeholders. This will assist in developing a common understanding and agreement about supervision standards within the service. Services may choose to address supervision through a range of policies or one over-arching policy that encompasses all aspects of supervision.

Educator schedules and service routines should be developed and implemented to maximise the consistency of supervision of children by ensuring that:

- Educator to child ratios, as per the Education and Care Services National Regulations 2011, are maintained at all times
- Educators are available to greet and farewell children and families
- Supervision standards are maintained during educator breaks
- Children are well supervised during times of escorting, travel and/or excursions
- Children are monitored when using the toilets

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Daily Risk Management Checklist - Outdoor Areas

Checklist must be completed before children have access to these areas

Report any hazards to the Co-ordinator and complete the relevant hazard reports

DATE:	From Monday / / to Friday / /									
	Monday	Tuesday	Wednesday	Thursday	Friday	Comment				
STAFF NAME:										
<u>TOILETS</u>										
Ramp/stairs free of obstructions										
Hand railings safe and secure										
Toilet doors secure										
Toilet floors clean and dry										
Hand soap available and taps working										
Hand blowers working/paper towels available										
<u>PATIO/VERANDAH AREA</u>										
Windows and glass doors intact										
Cement area clear of rubbish and/or hazards										
Seating safe and secure										
Area checked for spiders/birds etc										
Bag rack secure										
<u>UNDERCOVER AREA</u>										
Cement area clear of rubbish and/or hazards										
Seating safe and secure										
Fences secure and in good repair										
Pathways clear										
Graffiti or vandalism										
Rubbish bins not overflowing and secure										
<u>PLAYGROUND AREA</u>										
Playground equipment checked for:										
▶ Nails and other sharp objects/protrusions										
▶ Cleanliness										
▶ Insects/spiders										
Softfall checked for:										
▶ Sharps										
▶ Foreign objects										
▶ Animal droppings										
▶ Level and even spread										
▶ Snakes and other animals										
▶ Biological hazards										

<u>SANDPIT</u>											
Sandpit raked											
Sandpit checked for:											
▶ Sharps											
▶ Foreign objects											
▶ Animal droppings											
▶ Snakes and other animals											
▶ Biological hazards											
<u>OVAL/COURTS AREA</u>											
Undercover shade areas are clear of rubbish and/or hazards											
Grass is a suitable length											
Fences secure											
Pathways clear											
Goalposts secure											
Courts area is clear of rubbish/hazards											
Water bubbler working											

Playground Maintenance Checklist

Checklist must be completed once a term with identified hazards reported to the Co-ordinator

<u>STAFF NAME</u>	Day of week:			Week ending:		
	PLAYGROUND AREA 1			PLAYGROUND AREA 2		
<u>SITE</u>	Y/N	WHAT ACTION REQ	PRIORITY high/low	Y/N	WHAT ACTION REQ	PRIORITY High/low
Is the site well drained?						
Is the site free from debris and foreign objects?						
Is there any vandalism?						
Is the area free from trip hazards?						
Is the area free from stinging/biting insects?						
Is shade structure intact and in good repair?						
<u>SURFACE</u>						
Is there sufficient softfall to meet specifications (300mm depth)						
Is the softfall spread evenly?						
Is the softfall free from foreign objects?						
<u>EQUIPMENT</u>						
Is there any vandalism?						
Is the equipment firmly anchored in the ground and all bolts and joints secure?						
Are all concrete footings underground?						
Are there any broken, worn or missing parts?						
Are drainage holes clear?						
Are there any protruding bolts, nuts or screws?						
Are there any sharp edges, splinters or splits?						
Plastic parts are free of cracks?						
Are all seat and slide beds undamaged?						
<u>MOVING PARTS</u>						
Do all moving parts move freely and smoothly?						
Are all parts free from rust?						
Are springs firm and free from cracks?						
<u>ROPES, CHAINS & SWINGS</u>						
Are All S hooks closed?						
Are all swings secure, free from pests and well drained?						
Are all ropes, chains and chain covers secure and in good repair?						

Were any hazards identified? YES NO
Hazard report completed? YES NO
(copy attached)

Copy forwarded to: Health & Safety Officer
(please indicate) School Principal
Approved Provider

Risk controls in place? YES NO
Please detail

.....
.....
.....

Co-ordinator signature: Date:

Risk Assessment Template

Activity/Area: _____

Date: _____

Conducted By: _____

Expected benefits: _____

HAZARD	HOW SEVERE	HOW LIKELY	CONTROL MEASURES	ACTION AND IMPLEMENTATION
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		
	Extreme Moderate Low	Unlikely/ Likely		

Long Term Controls:

1. Revise and review policies relating to excursions at least every 12 months or if there is a significant change in circumstances/surroundings.
2. Review and revise risk assessments for each area on a regular basis.
3. Regular updates of training in CPR and Emergency First Aid
4. Communication with appropriate stakeholders

Sample Excursion Risk Assessment

FOR EXCURSION INVOLVING SWIMMING OR WATER BASED ACTIVITIES.

Activity: _____

Expected Benefits: _____

Date: _____

Conducted By: _____

HAZARD	HOW SEVERE	HOW LIKELY	CONTROL MEASURES	ACTION AND IMPLEMENTATION
Drowning	Death or permanent disability	Unlikely/ Likely	All supervising staff to have current CPR qualification. Appropriate educator to child ratios. Mobile phone and emergency numbers available. Swimming competency form.	Call Ambulance Contact Parents Contact Management Remove children from scene and ensure adequate supervision
Running or Slipping Injury	Serious injury requiring medical attention First Aid needed	Unlikely/ Likely	Establish rules and educate children on acceptable and safe behaviour. First Aid Kit available. Mobile phone and emergency numbers available. All supervising staff to have First Aid Qualification.	Apply First Aid. Contact ambulance if necessary. Contact Parents. Contact Management.
Child Protection	Long term distress and emotional/physical injury	Unlikely/ Likely	Ensure male and female staff available to supervise toilets/change rooms Use accessibility toilets if necessary Provide students with clear instructions of what to do if	Isolate child with support person or staff Call police Contact Parents Contact Management Contact OECEC

				approached by a person not from the service. Mobile phone and police contact number.	
Children with Special Needs eg epilepsy	First aid needed Require medical attention.	Unlikely/Likely	Ensure that staff are aware of any medical conditions Ensure that a management plan has been developed Mobile phone and contact numbers available	Provide Immediate first aid Contact ambulance if necessary Contact Parents Contact Management Remove children from scene and ensure adequate supervision.	
Severe Weather Conditions eg electrical storm	Serious injury Medical attention required First Aid	Unlikely/Likely	Check weather forecast. Instruct educators and children on the dangers of storms whilst swimming.	Relocate children to a safe location.	

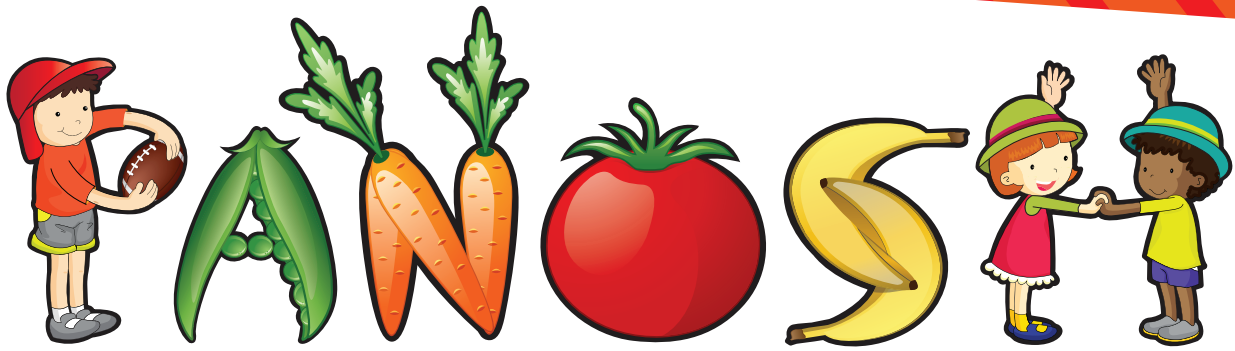
Long Term Controls:

1. Revise and review policies relating to excursions at least every 12 months or if there is a significant change in circumstances/surroundings.
2. Regular updates of training in CPR and Emergency First Aid.
3. Communication with appropriate stakeholders.
4. Evaluation of excursion to be retained for future excursions, including benefits as measured against the Outcomes of "My Time Our Place".

Daily Cleaning Schedule

Month /Year _____

Daily Cleaning Activities	Clean cloth, hot water and detergent to be used unless otherwise noted. Sanitiser used is bleach mix	Please initial as each task completed																																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Wipe out microwave oven																																		
Wipe down all bench surfaces	Spray & wipe/sanitiser																																	
Wipe down all tables	Spray & wipe/sanitiser																																	
Wipe over hand basin	Spray & wipe/sanitiser																																	
Wipe over stove hotplate																																		
Empty rubbish, clean bin, insert new bag	Spray & wipe/sanitiser																																	
Wipe over fridges/freezer	Spray & Wipe / Paper towels																																	
Chairs (after afternoon tea)	Spray & wipe/sanitiser																																	
Cutting Boards	Spray with sanitiser leave for 10 min & rinse																																	
Toilets																																		
Sweep floor	Broom																																	
Vacuum carpet	junior																																	
Mop Floors	Mop & Bucket/ soaked in sanitiser solution for 1/2 hour																																	
dish cloths																																		
wipe/wash & put away dishes																																		
tidy & sort carpet area																																		



Physical Activity & Nutrition Outside School Hours

Physical Activity Section 4

Creating a Positive Environment for Physical Activity

CONTENTS

Creating a Positive Environment for Physical Activity

- Pg 2** **Intentional Educators**
- Pg 2** **Engaging Children**
- Pg 2** **Resources, Equipment and Materials**
- Pg 4** **Appropriate Space**

Intentional Educators

Educators play an important role in the lives of children in OSHC and actively design and deliver the program. Positive environments for physical activity can be created through:

- Motivating and encouraging children to participate
- Being enthusiastic and valuing learning through play
- Building on children's ideas and interests
- Modelling through participation and demonstrating a positive attitude to physical activity
- Interacting positively with appropriate support strategies

Educators are able to promote the positive aspects of physical activity with the emphasis being on fun, individual improvement, healthy competition and children participating at their own level.

Educators need to be conscious of making the most of opportunities to follow up on children's ideas and interests. Through making use of 'teachable moments' as opportunities to scaffold children's learning and development, educators can allow time and space for children to challenge and practice their physical skill.

Engaging Children

School age care settings provide a myriad of leisure and play experiences enabling children to engage in hours of uninterrupted play, based around their strengths, needs and interests. The environment should provide choice and flexibility as well as a variety of experiences to meet the diverse needs of each child. There should be opportunities for creativity, experimentation and play as well as areas for group and individual play. It is important to include materials which are inviting and can be used in a variety of ways.

Educators engage with children to construct their own play settings and environments that stimulate and reflect their curiosity. Continuously re-creating and adapting the environment enables educators to:

- Meet the needs and interests of all children both as individuals and in groups
- Facilitate the inclusion of children with additional needs
- Build on the abilities and interests of all children
- Ensure all children have positive experiences when children of different ages are educated and cared for together
- Promote small and large group interactions and meaningful play and leisure experiences

As children participate in everyday life, they develop interests and construct their own identities and understanding of the world. Children learn best when the experiences they have are meaningful to them and are focused on the here and now. As children are constantly learning new skills, educators need to continually plan new and follow-up experiences that extend, and are relevant, to each child.

Resources, Equipment and Materials

Resources, equipment and materials that can be used in multiple ways should be organised for children to access independently, encouraging them to initiate their own play and learning experiences. Hula hoops, beanbags, a variety of balls and a stereo are just a few examples of equipment that children can use freely in their play.

Children should also have access to a variety of outdoor equipment. Fixed playground structures can be great play spaces for imaginative games or used as part of a planned activity. Having a range of equipment that can be used both inside and out is a bonus. Troughs can be filled with water in summer for outdoor play and replaced with sand in winter for some indoor creative play.

There are lots of games that children can play outside that requires little or no equipment at all. Get talking to the children and find out what they like to play.

For more information on games to play with no equipment please refer to the games section at the end of the Physical Activity section of this resource.

Appropriate Space

Involving children in physical activity means more than having an oval to run around on. Many services have large undercover areas or small grassy outdoor spaces that are utilised for games and activities. At some services, the oval is predominantly used for the Active After-school Communities program and during vacation care days. Other games and dance can be incorporated into an indoor area, taking into consideration the numbers of children and the amount of unencumbered space. Risk assessments should be conducted for activities that may pose a danger to children, ensuring that all educators have read, understood and agreed to implement the control strategies.



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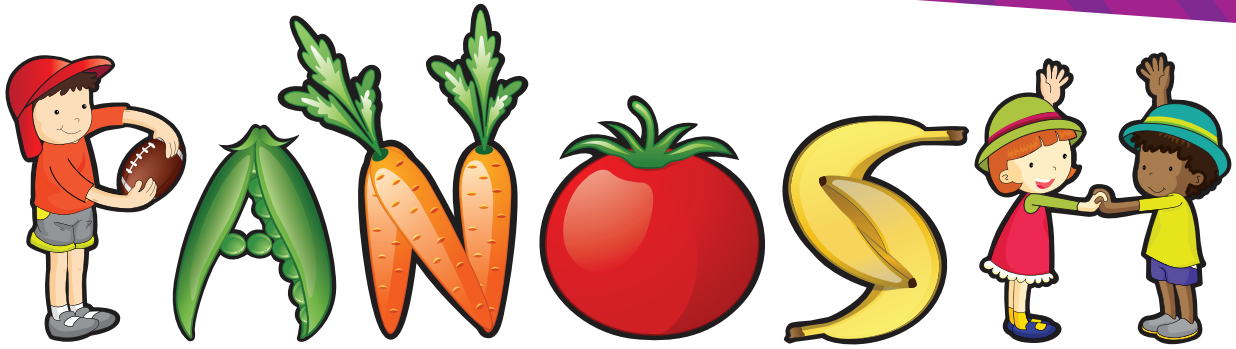
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 5

Embedding Physical Activity and Games

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Embedding Physical Activity and Games

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Pg 3 **The Components of Fitness**

- Cardiorespiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Body Image

Pg 3 **Why Fitness is Important**

Embedding Physical Activity and Games

More than ever before, we need to be providing greater opportunities for children in Australia to be physically active in fun, safe, inclusive and quality environments. Changes in society have had a significant impact on children's access to physical activity through organised sport, daily physical education, and to the once popular pastime of a game organised between friends in the backyard, the street or the local community park (Department of Local Government, Sport and Recreation, 2003).

Physical Activity

Daily physical activity is vital in developing the positive attitudes that make physical activity enjoyable and to sustaining an active and healthy lifestyle during childhood that will project good health and an active lifestyle into adulthood. There is overwhelming evidence of the physical, cognitive, social and emotional benefits for children that can be achieved by increasing their level of physical activity with active children being in a much better position to develop and learn new skills. Through embedding physical exercise as part of the program, OSHC services can contribute to developing children's fundamental movement skills and healthy practices with an emphasis on fun and enjoyment and making active living and learning a way of life.

Physical activity for children can be facilitated in OSHC by adopting the 'Playing for Life' approach which actively promotes life-long learning through maximising children's participation as well as motivating and engaging children with a wide range of abilities. The 'Playing for Life' philosophy is a key aim of the Australian Government's Active After-school Communities Program and is an essential component of the tools and resources developed for coaches and educators to facilitate enjoyable, multi-skill physical activities for children. Further information about participating in the Active After-school Communities Program can be found at <http://www.ausport.gov.au/participating/aasc>.

'Playing for Life' resources include activities that provide opportunities for educators to subtly include healthy life-style messages into their programs as well as promoting a sense of fair play and incorporating the principles of fairness, respect, responsibility and safety. The 'Playing for Life' approach helps children in building self-esteem, skills and confidence in managing their own movement as well as encouraging them to be inclusive of children with varying abilities.

Physical activity is just one aspect of health and wellbeing. The practice of 'Holistic Approaches' as articulated in the My Time, Our Place Framework for School Age Care states that educators focus attention on children's physical, personal, social, emotional and spiritual wellbeing.

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. World Health Organization (WHO):1948

Children's health and wellbeing is also related to fitness. Understanding fitness as the ability to meet the demands of a physical task is important to physical activity promotion.

The Components of Fitness

Fitness is classified in five main components:

Cardiorespiratory endurance

This is the body's ability, over continued periods of physical activity, to deliver oxygen and nutrients to other bodily systems. Try activities that keep the heart rate elevated at a safe level for a sustained length of time such as walking, dancing, or playing soccer. The activity chosen does not have to be strenuous. Start slowly and gradually work up to a more intense pace.

Muscular endurance

Muscular endurance is the ability of the muscle to continue to perform without fatigue. It is related to muscular strength and cardio-respiratory endurance. To improve muscle endurance, try cardiorespiratory activities which include walking, jogging, bicycling, or dancing

Muscular strength

Exercise strengthens muscles. The key to making muscles stronger is working them against resistance, whether that's from weights or gravity. To gain muscle strength, try exercises such as lifting weights or rapidly taking the stairs. Some other exercises and activities that will help build strong muscles include push-ups, tug-of-war, rowing, running, and bike riding.

Flexibility

Being flexible is having "full range of motion," which means moving your arms and legs freely without feeling tightness or pain. Good flexibility in the joints can help prevent injuries through all stages of life. To improve flexibility, try activities that lengthen the muscles such as swimming, tumbling and gymnastics, dancing (especially ballet), martial arts or simple stretches such as touching your toes.

Body composition

This Fitness Component is the ratio of lean body mass to fat. Lean body mass represents the weight of water, muscle, bone and internal organs. Body fat represents the remaining fat tissue and is expressed as a percentage of total body weight. Because muscle weighs more than fat, it is important to measure your body composition rather than your body weight when you evaluate your fitness level. Body composition is important to consider for health and managing your weight.

Why Fitness Is Important

Fitness is more than just exercising. It is a result of a combination of healthy lifestyle and nutrition habits which includes exercise and weight control. There are many benefits of fitness including (but not limited to):

- Making the heart pump strongly
- Strengthens the bones and muscles
- Gives you more energy to do school work, daily chores, and play
- Helps maintain a healthy weight

Physical activity, which contributes to the development of fitness is an essential component of a healthy lifestyle. In combination with healthy eating, it can help prevent a range of chronic diseases, including heart disease, cancer, and stroke, which are three leading causes of death. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity. Children need 60 minutes of play with moderate to vigorous intensity physical activity every day.

Embedding physical activity in the OSHC program contributes to the development of healthy lifestyle choices for children and embeds important values which may influence physical activity choices in the future.

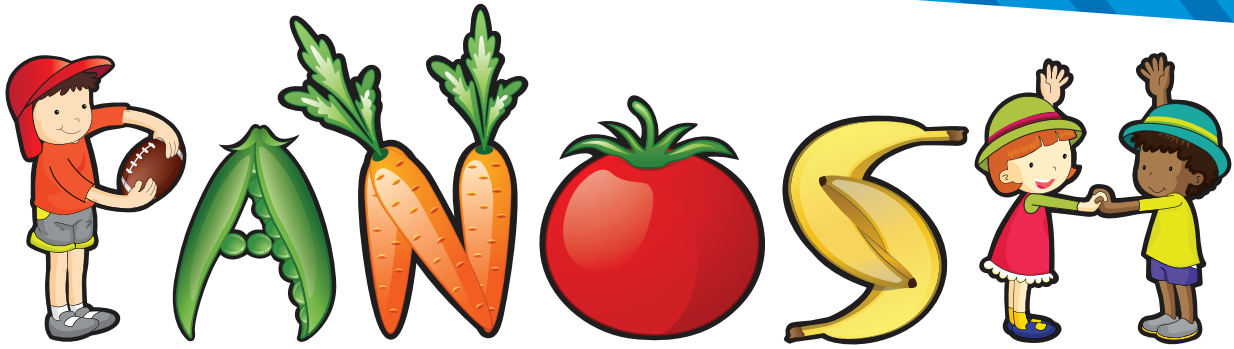
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 6

Communication with Families

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Communication with Families

- Pg 2** **Communicating with Families Regarding Physical Activity and Outdoor Play**
- Communication flowchart
- Pg 4** **Involving Families in Sun Safety**
- Pg 5** **Newsletter Article Templates**

Communication with Families

Physical wellbeing contributes to children's ability to socialise, concentrate, co-operate and learn. Physical activity and attention to fine and gross motor skills provide children with the foundations for their growing independence and satisfaction in being able to do things for themselves. In play and leisure programs physical activities are prioritised to provide children with these foundations.

Understanding the difference between physical education and physical activity is important to understanding why both contribute to the development of healthy, active children.

- Physical education offers the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and maintain an active lifestyle.
- Physical activity is bodily movement of any type and may include recreational games, fitness and sport activities such as jumping rope or playing soccer as well as everyday activities such as walking to the shops, taking the stairs or raking up leaves in the garden.

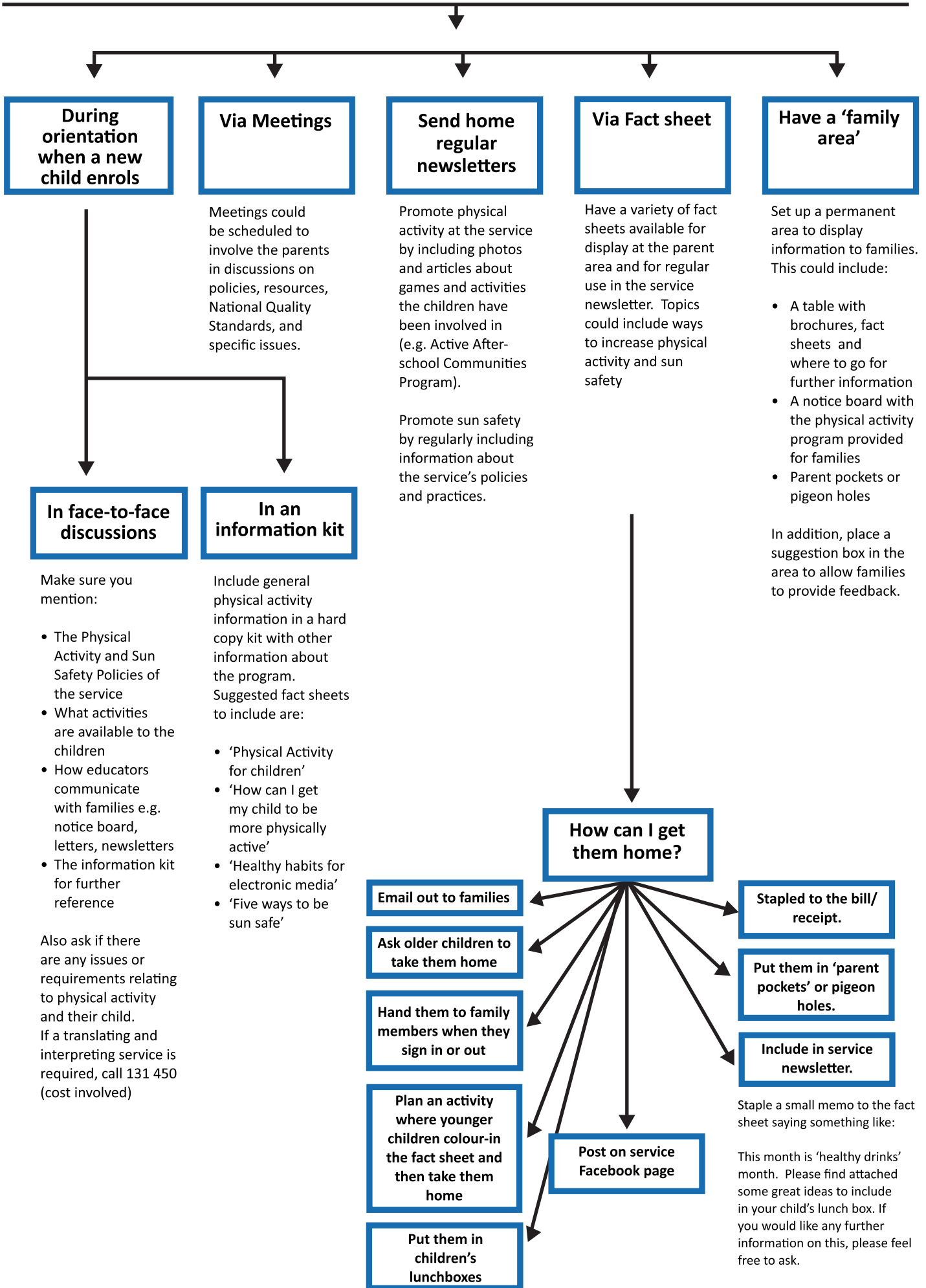
Communicating with Families Regarding Physical Activity and Outdoor Play

It is important to involve families in discussions and decisions around children's physical activity opportunities and experiences and to share information about the important connection between physical activity and children's health and development.

At the end of this section, a variety of newsletter article templates are provided on a range of topics related to physical activity and health. These templates have been designed for services to copy and distribute to families through a variety of methods.

Following are some suggestions and examples of how information can be shared with families:

Communicating with families regarding physical activity



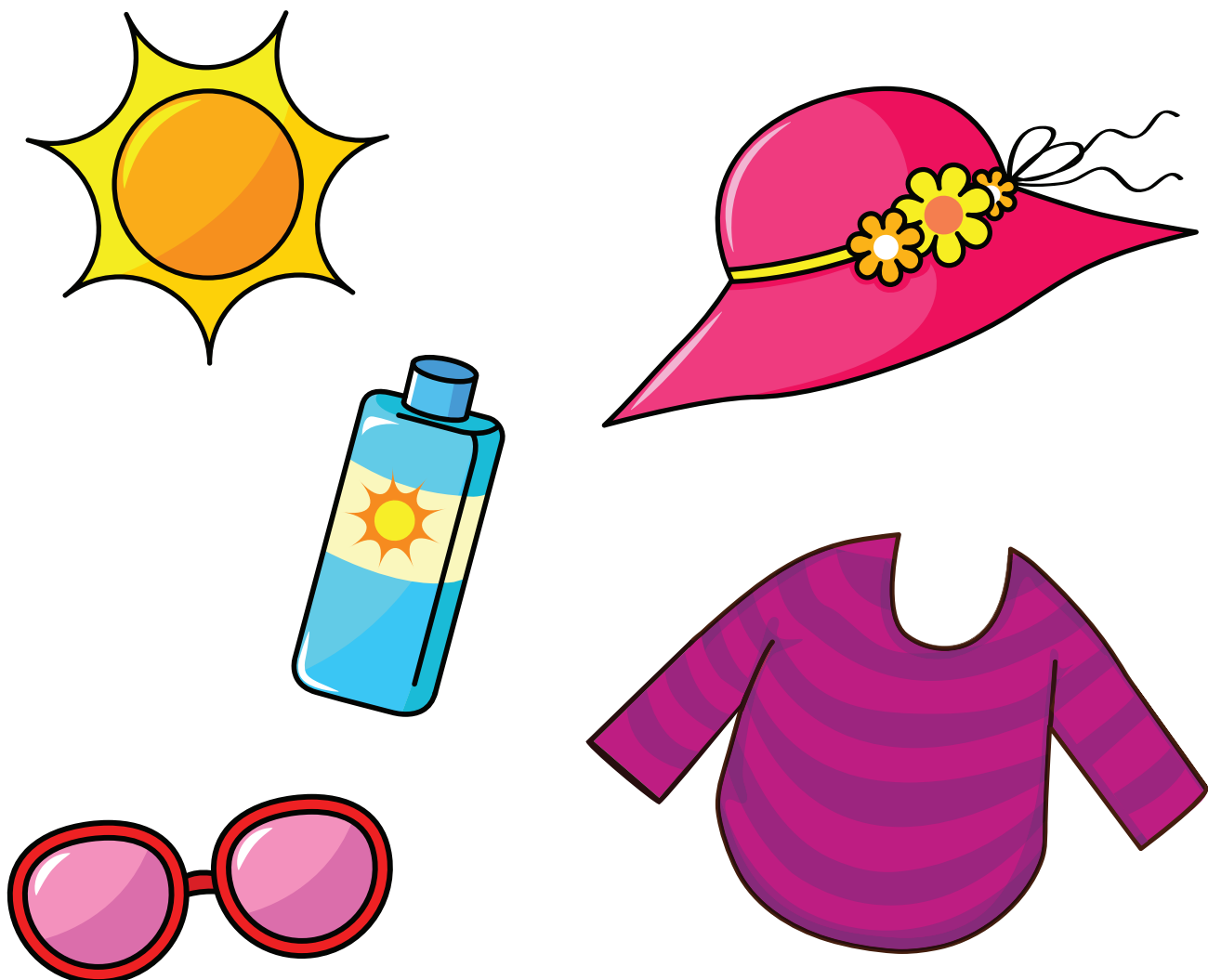
Involving Families in Sun Safety

School age care services may include a variety of strategies for communicating with families about the importance of sun safe practices. Regular articles and information in the service newsletter combined with educator role modeling, helps to reinforce sun safe practices at the service.

Families will be encouraged to provide:

- A broad-brimmed, legionnaire or bucket-style hat for outdoor play. Caps and visors do not provide adequate protection from the sun
- Clothing for outdoor play that covers as much skin as possible. Sleeveless tops and singlets should be discouraged
- Broad spectrum and water resistant 30+ sun screen. The service may have sun screen available for all children to use however children with sensitive skin or allergies may supply their own
- Ongoing feedback and support for the service Sun Safe Policy

Convey messages in multiple media, such as letters, email, the service/school website and face-to-face meetings. Ensure that when parents are looking for details pertaining to the service's sun safety policy, such as what type of hat is allowed, it will be relatively easy to find. Include the service's Sun Safe Policy as part of the enrolment information.



Newsletter Article Templates

Safe under the sun!

Young children's skin is very sensitive to the sun. Any damage done at this age can be permanent. To keep kids safe under the sun and enjoy our great climate:

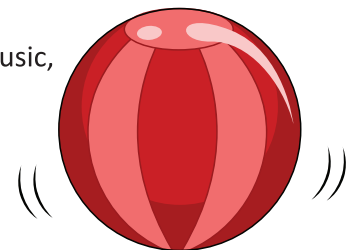
- Choose long sleeved shirts with collars, long shorts or skirt
- Use sunsuits or rash shirts for swimming
- Provide children with a broad brimmed, legionnaire's or bucket style hat
- Apply sunscreen that is broad spectrum and water resistant
- Be aware of sun safety



Physical activity & sedentary behaviour

Sedentary behaviour describes the amount of time spent doing physically inactive tasks that do not require a lot of energy. It is linked to children being overweight and obese. Physical activity should be encouraged from birth.

- Sedentary activities such as watching TV and playing computer games should be limited
- Children need at least 60 minutes (and up to several hours) of moderate to vigorous intensity physical activity every day
- Ideas for activity include: playing with soft balls, dancing to music, skipping, running and hopping



Keep it groovy!

Games that involve dance and music help children develop rhythm, timing, movement patterns, balance and cooperation. Try playing musical chairs (or cushions), chicken dance or just dancing around to the radio!

Hokey Pokey – children chant the rhymes while miming the actions.

*You put your right foot in, you put your right foot out
You put your right foot in, and you shake it all about
You do the Hokey Pokey, and you turn around
That's what it's all about!*

Then substitute another body part for the next verse.



Run around!

Games involving running help develop movement patterns, speed, agility and coordination. These games are part of children's play whether they are structured or not.

Try this for a fun running game!

Balloon Stomp!

Children blow up a balloon and tie it around their ankle. Children run around trying to stomp on other children's balloons. The aim is to pop everyone else's balloons before they pop yours!!



Social Skills

You are the first person your child learns to interact with. You can help children develop important social skills by:

- Playing games that encourage taking turns – shows them how to share
- Teach your children how to give and receive compliments
- Lead by example: apologising for your wrong doings will teach children to apologise
- Reinforce that winning is not everything. Children have to learn that participation is the most important thing

Why do children need to be physically active?

Physical activity is essential in maintaining good health as well as:

- Promote healthy growth and development
- Build strong bones and muscle
- Improve balance and develop skills
- Maintain and develop flexibility
- Help achieve and maintain a healthy weight
- Improve cardiovascular fitness
- Help relaxation
- Improve posture
- Provide opportunities to make friends
- Improve self esteem



Encouraging children to be physically active

Physical activity simply means moving the body and can include structured exercise such as sports or everyday play and walking. Here are some ideas to encourage children to be more physically active:

- Make time together on the weekends for physical activities e.g. bushwalking, flying a kite, throwing a Frisbee, kicking a ball, walking the dog, cycling or gardening
- Take a walk together after dinner
- Encourage children to be active at home e.g. dance to music, swim, skip, rollerblade, scooter or bike riding
- Join a sports team such as soccer or netball or another organized activity such as karate, gymnastics or dance
- Set time limits for watching television and playing computer and video games
- Encourage children to play outside, they will automatically be more active

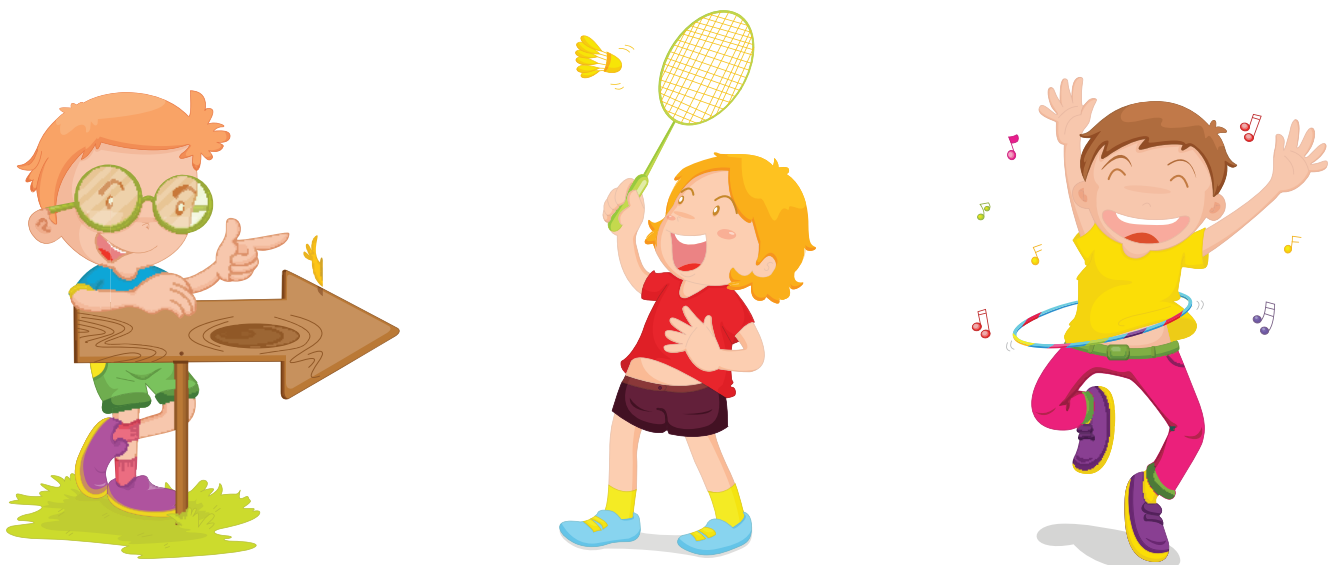
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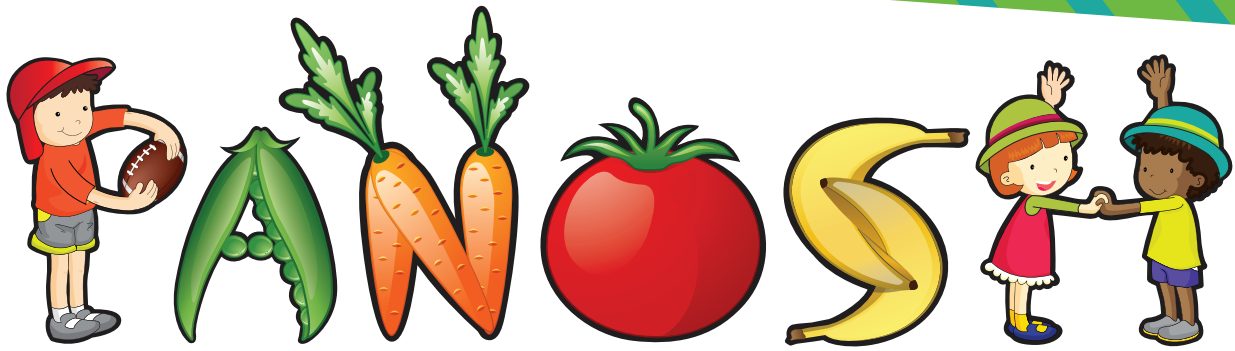
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Physical Activity & Nutrition Outside School Hours

Physical Activity Section 7

Culturally Competent Approaches to Physical Activity

CONTENTS

Culturally Competent Approaches to Physical Activity

Pg 2 **Gender**

Pg 2 **Environment**

- Cultural heritage
- Resources and equipment

Pg 3 **Cultural Awareness**

- Considerations when planning

Culturally Competent Approaches To Physical Activity

Being culturally competent is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures. Cultural competence encompasses:

- Being aware of one's own world view
- Developing positive attitudes towards cultural differences
- Gaining knowledge of different cultural practices and world views
- Developing skills for communication and interaction across cultures

Physical activity is a very important contributing factor to health and wellbeing. However, what is considered to be a healthy lifestyle may be different from culture to culture. Historically, the culture of many ethnic groups is not necessarily a 'sporty' one and as such ethnicity can significantly influence how, when and why various cultural groups engage in physical activity. Therefore, the cultural appropriateness of the types of activities is also an important consideration when planning and implementing physical activity within the school age care setting. For example, parental encouragement of young people's participation in sport may differ among ethnic groups. Parents from one cultural community may prefer their children to 'participate in study rather than sport' whilst parents from another cultural community may express their desire to have their children participate in sport 'to avoid rebellion, mixing in wrong crowds and bad behaviour' (Velanovski, 2006). Being aware of parental attitudes towards physical activity and sports can assist with the success of inclusive participation in physical activities.

Gender

The Centre for Culture Ethnicity and Health acknowledges that some literature identifies sport as 'gendered'. That is, sport is commonly projected as a legitimate male activity in mainstream Australian society and is therefore not one that girls and women readily identify with. The stereotyping of males and females is always a concern due to the individual differences within each gender. However this stereotyping remains an important consideration in the planning, resourcing and implementation of physical activities.

Boys may seem to be openly encouraged to be physically active in sport and recreation to maintain their masculinity, whereas girls' participation may be influenced by perceived 'non-feminine' aspects of physical activity such as sweatiness, messy hair and broken nails. Boys under 15 years of age are more likely than girls to participate in physical activity but are also more likely to spend more than the recommended two hours per day on screen-based activities.

OSHC services need to ensure physical activity experiences are inclusive of gender and go beyond 'traditional' barriers whereby emphasis is placed on the social benefits of physical play. Physical activity education can be empowering if it is implemented in a space that supports children to positively transform and to freely express themselves.

Environment

School age care educators recognise the connections between children, families and communities and the importance of encouraging a culturally inclusive environment. Understanding environmental factors that may facilitate or restrict physical activity for children is vital in developing effective strategies for the inclusion of group events and activities that focus on families and particular cultural communities. School age care services provide opportunities for children to participate freely in experiences that focus on traditions or address specific cultural expression such as music, dance and drama.

Collaborating with cultural leaders within your local community can assist with planning and implementation of events and activities as well as help to promote physical activities within their cultural community. Encouraging families to participate in the service program can assist in developing relationships with local cultural groups which can further the children's learning. Being involved in local community celebrations fosters children's connectedness to their community and contributes to their sense of belonging. Children can be involved through making posters and signs, putting together a display or contributing to items for fundraising.

Cultural heritage

Including the cultural heritage of families and the wider community within the program can be achieved in various ways including, but not limited to:

- Inviting a parent/family member to talk to the children about their experiences as a child, growing up in a foreign country. Ask them to play some games with the children that they played when they were a child
- Engaging a local community cultural group to come and do a talk/dance display for the children. Ask them to teach the children some of the dances

Resources and equipment

Creating a learning environment that respects diversity sets the scene for fostering children's positive attitudes about themselves and others. The environment creates the conditions under which children: initiate conversations about differences; participate in activities about differences; and work towards establishing a fair and inclusive community. Environments and resources that provide opportunities for exploring cultural diversity include:

- Recordings of music in many languages/cultural styles for children to dance to
- Musical instruments from around the world such as castanets, conch shells, brass bells, rattles, wooden flutes, maracas, gourds, bongo drums etc
- Games and associated resources that may reflect diverse cultures and ethnic backgrounds. Bats, balls, hoops and bean bags can be used in a wide variety of games
- Different types of blocks and construction materials to reflect the various styles of buildings and homes

Cultural Awareness

School age care educators need to be aware of the various cultural groups represented within their service and the wider community to ensure that planned physical activities and events are respectful of the various groups.

Considerations when planning

Participation in physical activity may be affected for cultural/religious reasons for example, the period including the week leading up to and following Ramadan is generally not a good period for physical activity for Muslims that observe this fasting and feasting period. Consideration may also need to be given to the particular national, cultural and religious calendars when planning physical activity.

Some girls and women from certain religious backgrounds have been identified as regarding sports attire as a barrier to participation in physical activities as well as raising safety concerns, particularly relating to water

based activities. School age care services may need to develop strategies for adapting physical activities to accommodate the clothing requirements of various cultures.

Language barriers can be challenging however, there are ways of communicating without language. Sign language, hands-on demonstrations or pictures and diagrams from physical activity resources can all be used to convey messages and instructions about physical activities and games.

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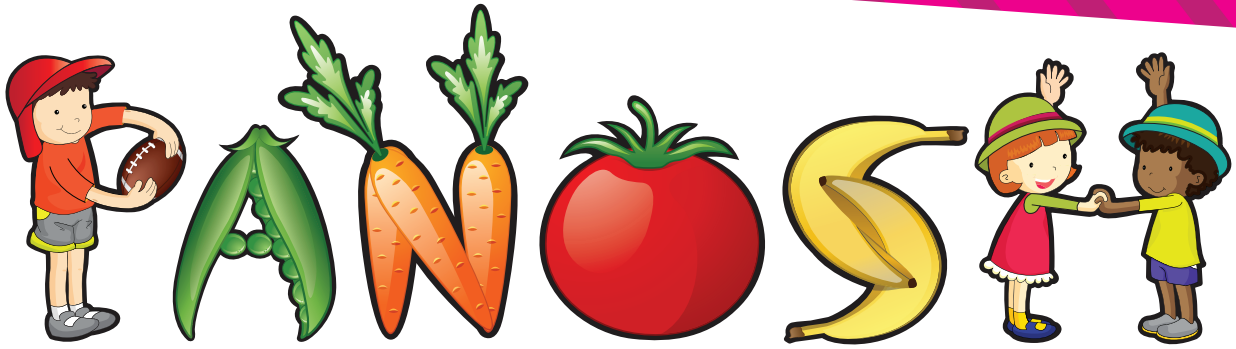
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Physical Activity & Nutrition Outside School Hours

Physical Activity

Games

Games

Pg 2 International Games

- Fang Bao – A game from China
- KOLAP – A game from Australia
- Truyen-Truyen – A game from Vietnam
- Toma Todo – A game from Mexico
- Kewirgei – A game from Kenya
- Mamba – A game from South Africa
- Kokon – A game from Somalia
- Stepoo – A game from India
- Darma – A game from Macedonia

Pg 11 Games Using No Equipment

- Take a Walk on the Wild Side
- Look Up, Look Down, Look All Around
- Antics
- Rock 'n' Roll
- Cloud Racing
- What's the Time Mr Wolf?

Pg 17 Team Games

- Skills Relay
- Tunnel Ball
- Eggs in the Nest
- Snake in the Gutter
- Musical Hoops
- Duck, Duck, Goose

Fang Bao - A game from China

In many places around the world, children do not expect to get toys on their birthdays. Children create their own toys to play different games. Fang Bao is one of these games. A fang bao is made using origami, the art of paper-folding. Origami is a Japanese word, literally meaning to fold (oru) paper (kami).

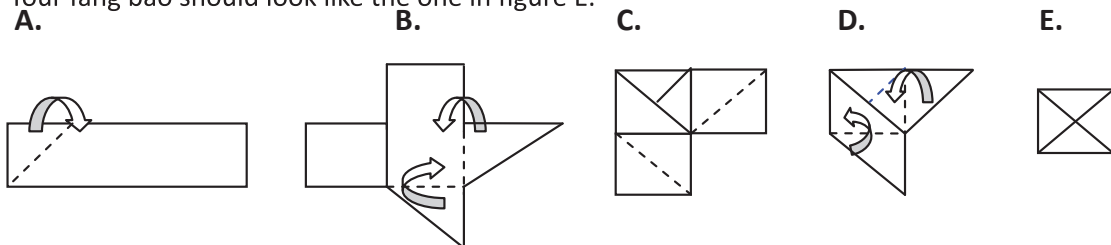
You will need

- 2 players
- 10 sheets of paper per person (14x21cm)
- Electrical tape or chalk

How to make your Fang Bao

To play, each person needs 5 fang bao. One fang bao is made with 2 sheets of paper.

1. To make a fang bao, fold both pieces of paper in half, lengthways. Then, for each fold one side as a triangle (see figure A).
2. Sit the 2 pieces of paper on top of each other as shown in figure B (horizontal paper on the bottom, vertical paper on the top). Fold up the triangle on the right (also shown in figure B).
3. Rotate the whole thing so it looks like figure C. Fold along the dashed lines shown in figure C.
4. Next, fold the bottom triangle up along the dashed line shown in figure D. Fold the triangle on the right side along the other dashed line, and then tuck the point of it under at the dotted line (as shown in figure D)
5. Your fang bao should look like the one in figure E.



How to play

1. Use electrical tape (or if outside, chalk) to mark 2 lines 1-1.5 metre's apart. One of the lines is the starting line. The other is the finish line.
2. Two players play Fang Bao. Each of the players places one of their fang bao towards the starting line. The aim is to hit the other player's fang bao towards and across the finishing line, using the remaining 4 fang bao. Players must throw from the start line.
3. Players take turns to throw their fang bao. The fang baos stay where they are from one turn to the next turn.
4. If your opponent's fang bao passes the finish line first as a result of your play, you can keep that fang bao.
5. The player who loses a fang bao needs to place a new fang bao at the starting line for the next round.
6. The game ends when one player has only one fang bao left. The player with the highest number of fang baos wins the game

Tip

The trick is to try to hit the edges of your opponent's fang bao using your own fang bao. Hold the side of your fang bao, putting your thumb under it and your other four fingers on top of it. Then swing your arm across your body quickly to give the fang bao speed, before you let it go.

KOLAP - A game from Australia

Kolap is an indigenous Australian game from the Meriam people of Mer Island in the Torres Strait. This game is named after the beans of the kolap tree, which were used as throwing objects in the game.

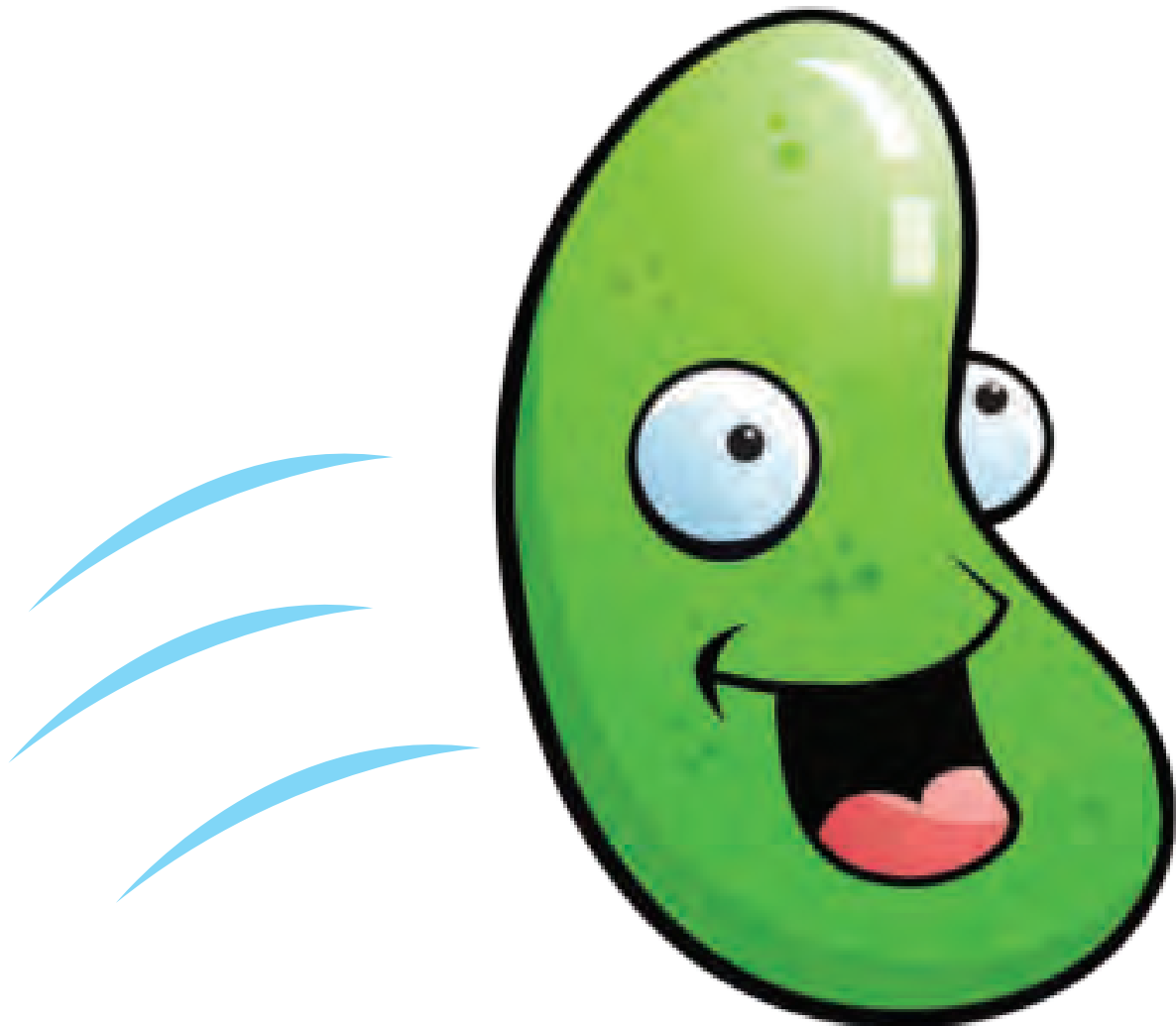
You will need

- 1 mat per game (e.g. softball bases, rubber mats or towels)
- 4-8 beans, coins, buttons etc (per person)
- Chalk or electrical tape etc. To mark the point to throw from

How to play

This game can be played with 2 players or with 4 players (making 2 teams)

1. Place the mat on the ground and mark a place at an agreed distance from the mat (Perhaps 3-4 metres). Players must stand behind this line to throw.
2. One player from team A begins by throwing 4 beans at one time, towards the mat, aiming to get the beans to land on the mat. Each bean that lands on the mat is worth 1 point. A bean must land completely on the mat for it to count as a point.
3. A player from team B has the next turn. Turns are alternated between teams.
4. The first team to reach a score of 10 points wins the game.



Truyen-Truyen - A game from Vietnam

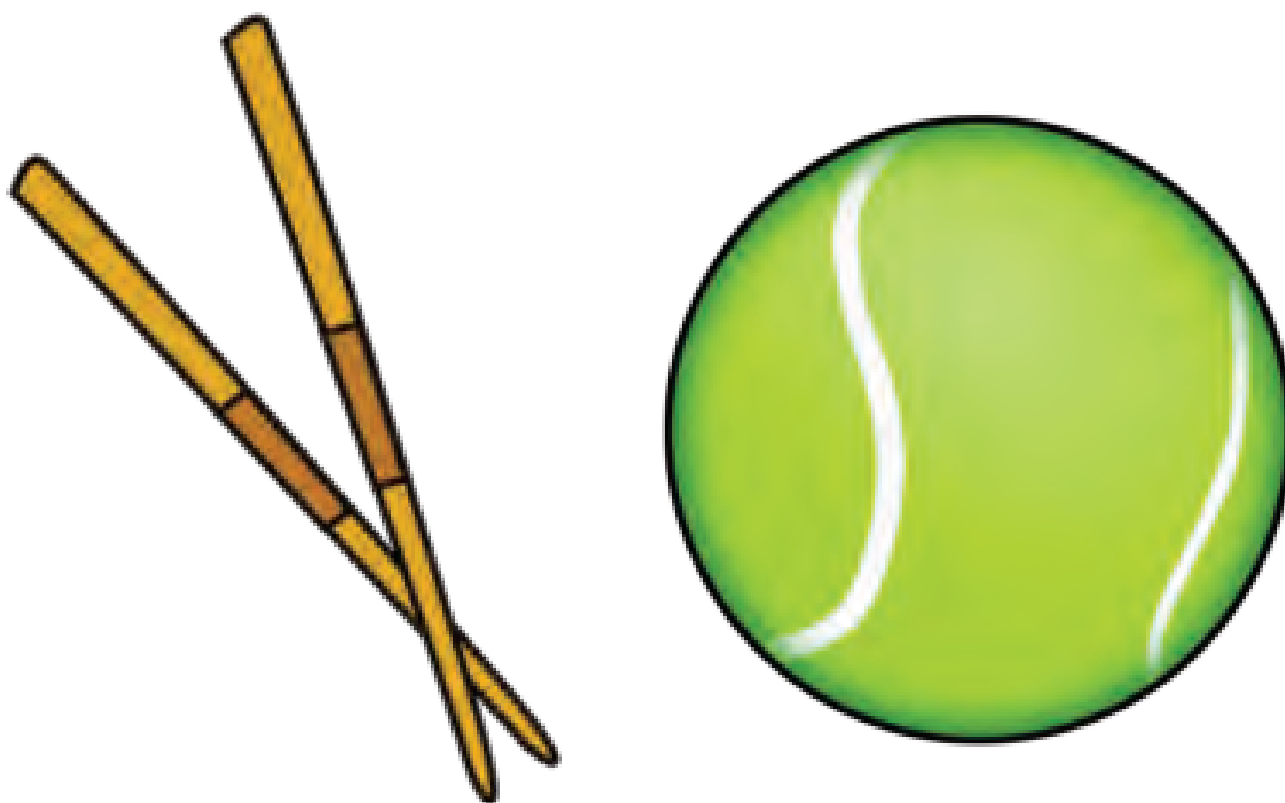
Truyen-Truyen is similar to other games from a number of countries with various names – for example, Jacks, Knucklebones, Kong-Keui (South Korea), Osselets (Haiti), Chucks (north-east England), Jackstones (Greece), Ciupy (Poland), Hamesh Avamin (Israel) and Bekel (Indonesia).

You will need

- 10 chopsticks for each game with 3 players
- 1 tennis ball

How to play

1. Divide the players into groups of 3, giving each group a ball and 10 chopsticks. Before beginning the game, let all players practice for 10 minutes with 3 chopsticks each.
2. To begin, one player spreads the chopsticks on the ground. Player 1 sits on the ground in front of the chopsticks and throws the ball into the air (not too high) and quickly picks up a chopstick and catches the ball, allowing the ball to bounce just once. If successful, the player continues in this way until all 10 chopsticks have been picked up, one at a time. The player then moves onto step 3.
3. If the player cannot pick up a chopstick or does not catch the ball, their turn is ended and the next player has a turn. The unsuccessful player must start again at the same level on their next turn, until they are successful at that level.
4. This step is the same as step 2, but all of the chopsticks are picked up 2 at a time, until all 10 chopsticks have been picked up. If the player is successful, they move on to picking up the chopsticks by threes, then fours, then fives, sixes, sevens, eights, nines then all ten.
5. After all the steps have been completed successfully, the player should try to hold all ten chopsticks in one hand and tap them on the ground three times while the ball bounces once.
6. The first player to complete all these steps successfully wins the game.



Toma Todo - A game from Mexico

Toma Todo means 'take all'. This game is played in Mexico by both adults and children. They use a six sided top called a pirinola.

You will need

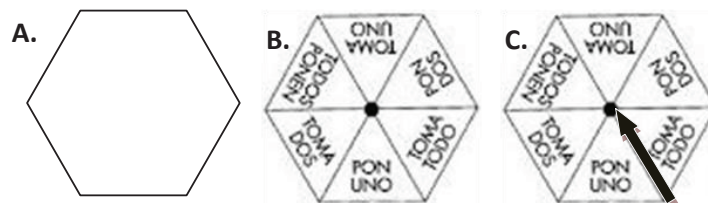
- Three or more players
- 1 toothpick, cardboard to make a hexagon shape, a ruler, scissors and pencil to make the pirinola
- 10 counters (bean, buttons, stones etc) per person
- Blu-tack or sticky tape

How to make a Pirinola

1. With a ruler, draw a hexagon shape on your cardboard. Each side should be 4cm long. (see figure A)
2. Draw lines between opposite corners to make 'pie segments' (see figure B)
3. In each segment write one of these Spanish terms:

Spanish term	Meaning in English
Toma Uno	Take One
Toma Dos	Take Two
Toma Todo	Take All
Pon Uno	Put One
Pon Dos	Put Two
Todos Ponen	Put All (i.e. all players put 2 counters in the pot)

4. To finish your pirinola, push the toothpick through the middle of the hexagon shape (see figure C). Secure the toothpick with Blu-tack or sticky tape.



How to play

1. Before you begin, decide how many rounds you want to play.
2. Each player gets 10 counters and puts 2 of them into the centre, called the 'pot'.
3. The first player spins the pirinola. They read aloud the instructions on the side that comes to rest on the ground, and then they follow the instructions. In each round, the players take turns to spin the pirinola.
4. If there are no more counters in the pot, keep going in hope that people with the counters will land on 'Pon Uno' (put one) or 'Pon Dos' (put two) when it's their turn.
5. If the player has no more counters left, they keep taking their turn because they might get instructions to take counters out of the pot. If they get instructions to put counters in and they have none, the next person takes their turn.
6. The winner is the person with the most counters at the end of the final round.

Tip

Place some Blu-tack or sticky tape where the toothpick meets the cardboard on both sides. This will stop the pirinola from sliding down the toothpick.

Kewirgei - A game from Kenya

Children from some countries don't have access to toys, games and sporting equipment. They play with whatever they can make from materials they find around them.

To make the ball you will need

- Scrap plastic, plastic bags or cloth scraps
- Lots of rubber bands or string
- A small piece of heavy cardboard or other junk material to provide weight

How to make a ball

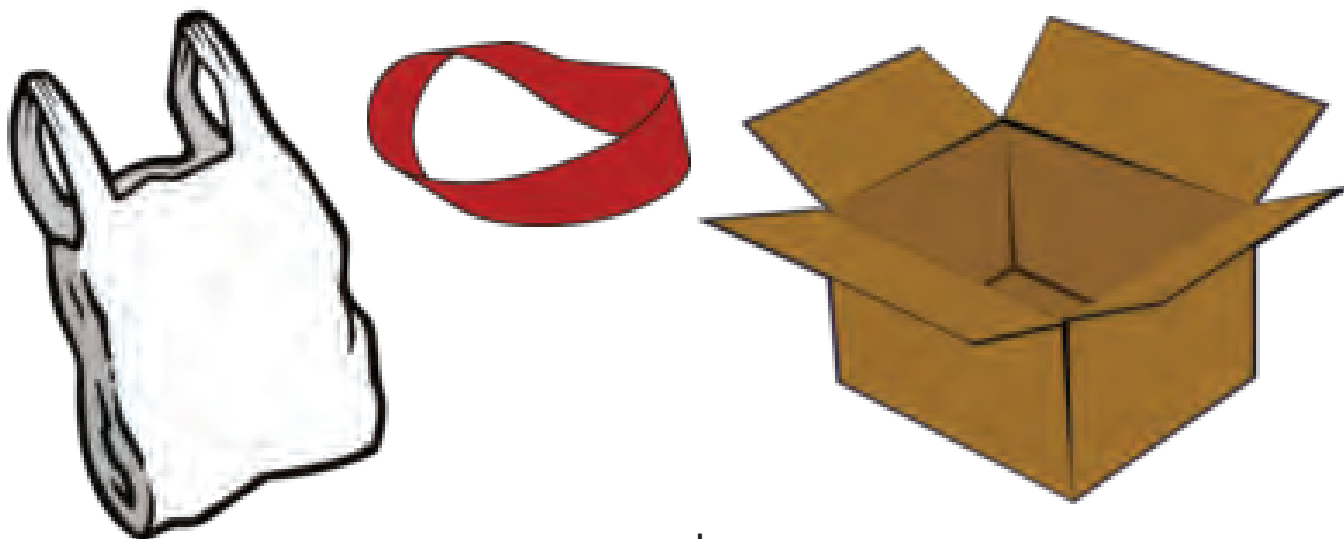
1. Wrap the junk material or heavy cardboard with the plastic or cloth.
2. Secure a layer with rubber bands and or string.
3. Repeat, creating new layers until the ball is the size you want – usually a bit fatter than a tennis ball.

To play the game

- 3 or more players
- 1 ball (see how to make a ball)
- 20 bottle tops per game
- 1 large playing area

How to play

1. Divide everyone into 2 groups. The groups stand in a line facing each other, about 6 – 10 metres apart.
2. One person stands in the middle with 20 bottle tops scattered on the ground.
3. The person in the middle tries to pile up the 20 bottle tops to make a tower, while the outside people try to hit the person in the middle with the ball.
4. If the person in the middle gets hit by the ball, they must change places with the person who threw the ball.
5. If the person in the middle piles up the bottle tops before getting hit by the ball, they win!



Mamba - A game from South Africa

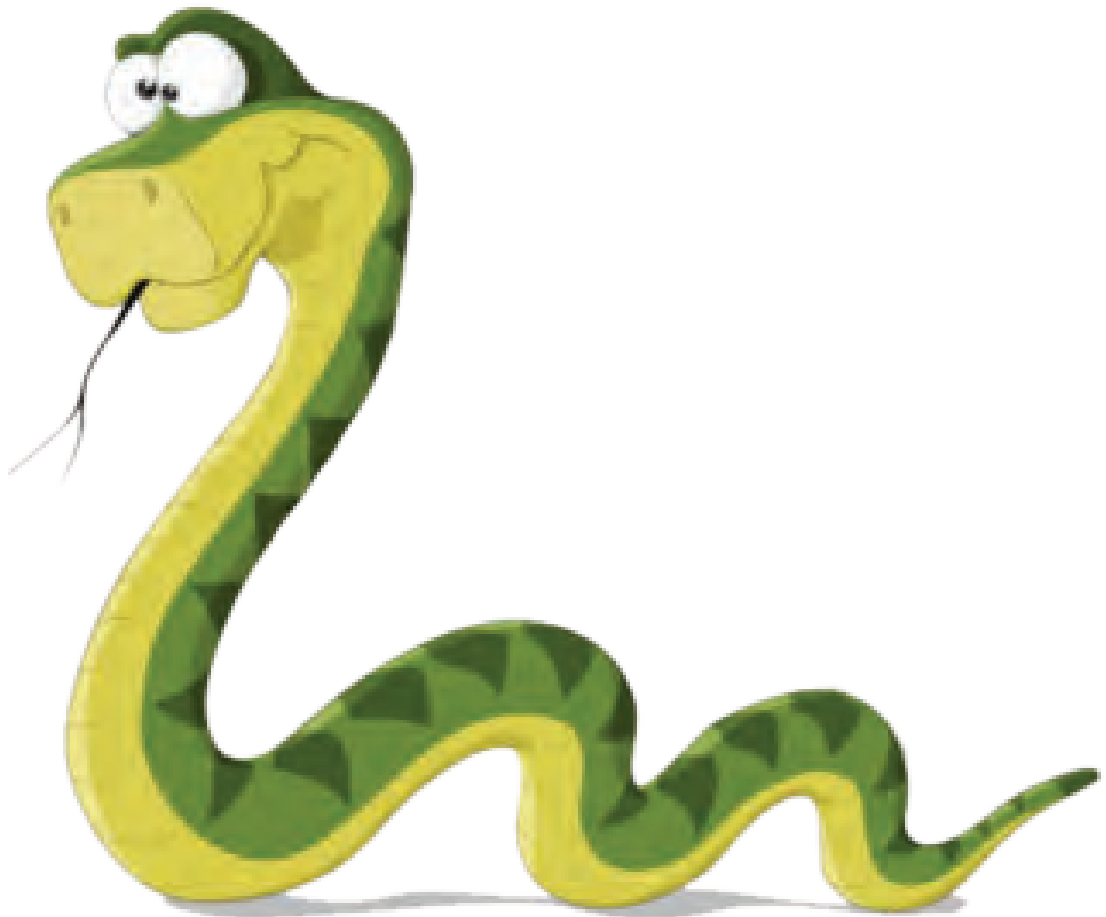
A mamba is a big snake native to South Africa. There are green mambas and black mambas. Both are poisonous.

You will need

- 10-20 players
- Something to mark the playing area e.g. 4-6 cones (10m X 10m for 20 players)

How to play

1. Choose one person to be the mamba.
2. Everyone must stay within the marked playing area. The object of the game is to stay away from the mamba.
3. The mamba tries to catch the players. When the player is caught, they join the mamba by placing their hands around the waist of the person in front.
4. Each new 'catch' becomes another part to the snake's body, added to the snake's tail. As the snake eats, it becomes bigger and bigger!
5. If a player leaves the playing area, they must sit down on the boundary and miss out on the rest of the game.
6. Only the 'head' of the snake can catch new people. The snake can use its 'body' to round up other players, because players are not allowed to pass between the snakes body parts.
7. The game ends when all but one of the players has been caught. The last person caught becomes the next mamba.



Kokon - A game from Somalia

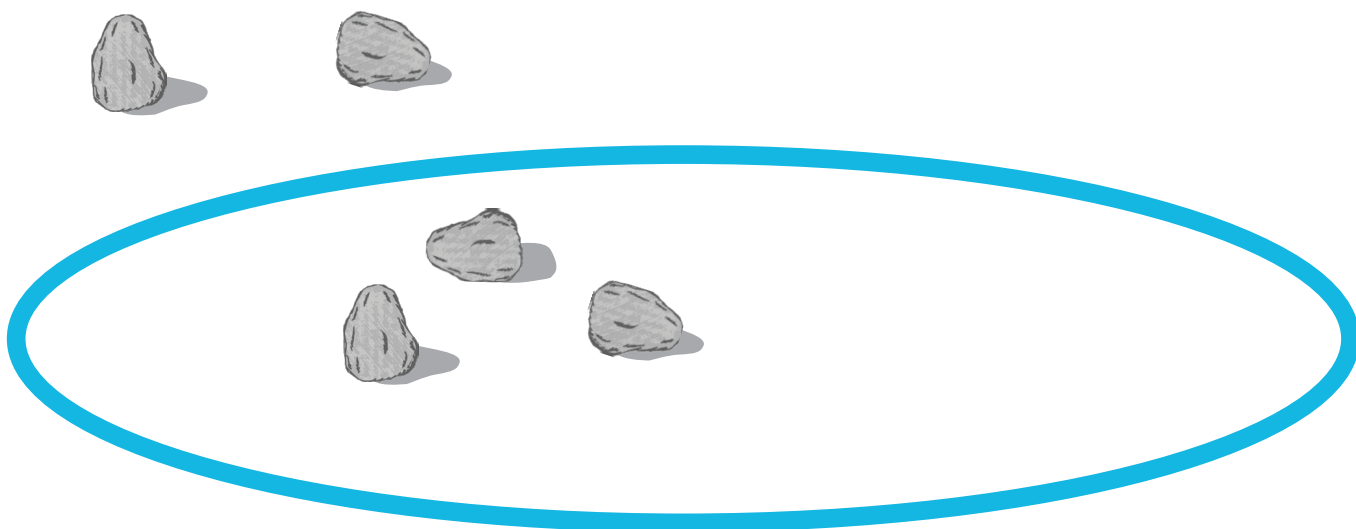
In Somalia, this game is played with stones, using a circle drawn in the dirt on the ground. It is similar to some games played with marbles.

You will need

- 3 or more players
- 5 stones per player
- Electrical tape or similar to mark the playing area

How to play

1. Mark a circle shape on the ground with electrical tape (it may be more similar to a hexagon).
2. Players get 5 stones each and sit in a circle around the outside of the marked playing area.
3. Each player places one stone inside the circle.
4. Players take turns to flick one of their other stones into the circle in an attempt to knock their opponents stones out of the circle.
5. The winner is the last player with their stones still within the circle.



Stepoo - A game from India

Stepoo is a game that comes from India. It is similar to the game of Hopscotch.

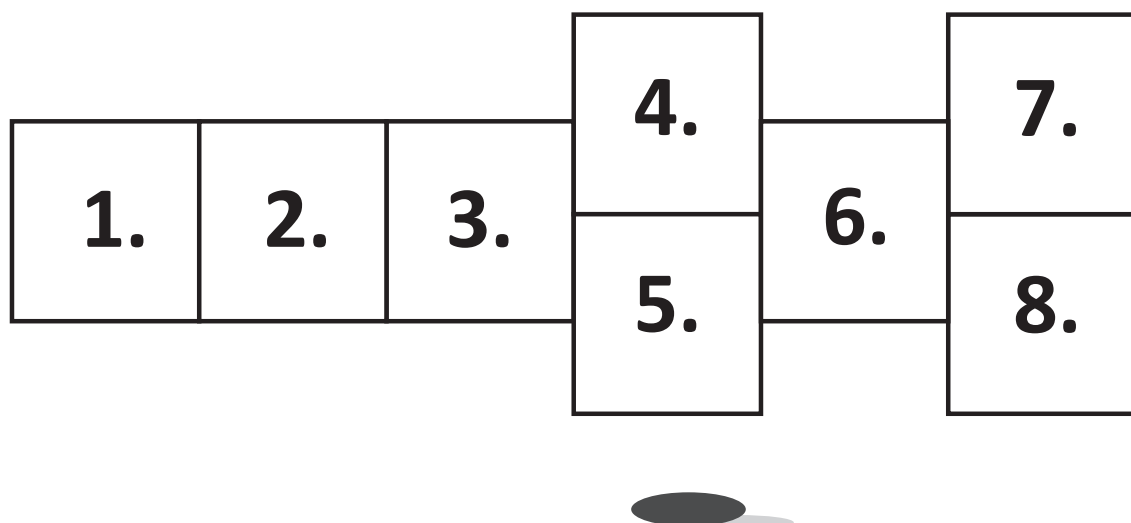
What you need

- 2-8 players
- 1 flat stone or rock
- Chalk or a stick to mark playing areas

How to play

1. Mark out the playing area with chalk or with a stick (see figure A) and get the players in order.
2. Standing at the throwing line at the foot of the playing area, the first person throws the stone into block 1, then hops over block one and lands one foot in block 2. Then they hop from block 2 to block 3 before hopping and landing with one foot in block 4 and one foot in block 5. The person must then jump and land with 1 foot in block 6, before hopping and landing one foot in block 7 and one foot in block 8.
3. The person then needs to jump and turn around and make their way back to block 2. Standing on one foot in block 2, they must bend down and pick up the stone, then jump over block 1 to the throwing line.
4. The player must then stand at the starting line again and throws the stone into block 2. They jump along the playing area again, as described in step 2. They keep going until they throw the stone in block 8 and they win or until they go 'out'.
5. A person goes out if they
 - Throw the stone in the wrong block
 - Lose balance and fall or step on a line
 - Jump on the block with the stone in it

Figure A.



Darma - A game from Macedonia

Darma is a game from Macedonia, in Eastern Europe. It was very popular in villages and townships. The darma board was probably drawn in the dirt or sand and the game played with different coloured pebbles.

You will need

- 2 players or 2 teams
- A4 paper or cardboard, black marker and ruler to make the darma board
- 18 stones, buttons, coins etc. Of 2 different colours (i.e. 9 of each colour)

How to make a Darma board

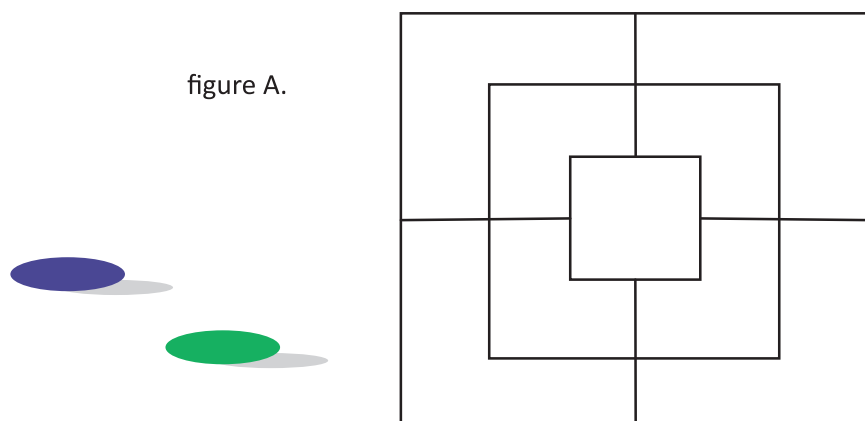
1. Using the ruler and marker, draw 3 concentric squares on the paper or cardboard.
2. Join each square with lines going through to the inside square (see figure A).

How to play

1. Each player or team gets 9 pieces (i.e. stones, buttons or coins) of a different colour.
2. The object of the game is to get 3 of your pieces lined up in a row.
3. In turn, each player or team places a piece on the point of any intersecting lines on the board, one at a time, until all pieces have been placed.
4. As stones are laid on each intersection, players need to keep alert and place their stone to block their opponent from getting a 'three' called tritsa.
5. If a tritsa is made, then that person is allowed to take a piece from the opponent.
6. Once all of the pieces are laid, each player takes a turn to slide one stone along the line to the next intersection to try and make a tritsa.
7. Once a player is down to three stones, they are allowed to jump to any intersecting line on the board.
8. The game is over when one player has less than 3 stones left.

Tip

The trick is to think ahead about where you place your stones and try to set up different possible plays to get the tritsa. It's a good idea to place your stones across each of the squares (the inner, middle and outer squares).



Games Using No Equipment

Take a Walk on the Wild Side

Everything in nature moves. Rocks shift. The earth spins.

Winds blow. Water travels. Animals hop, waddle, scurry, scamper, run, jump, crawl and slither.

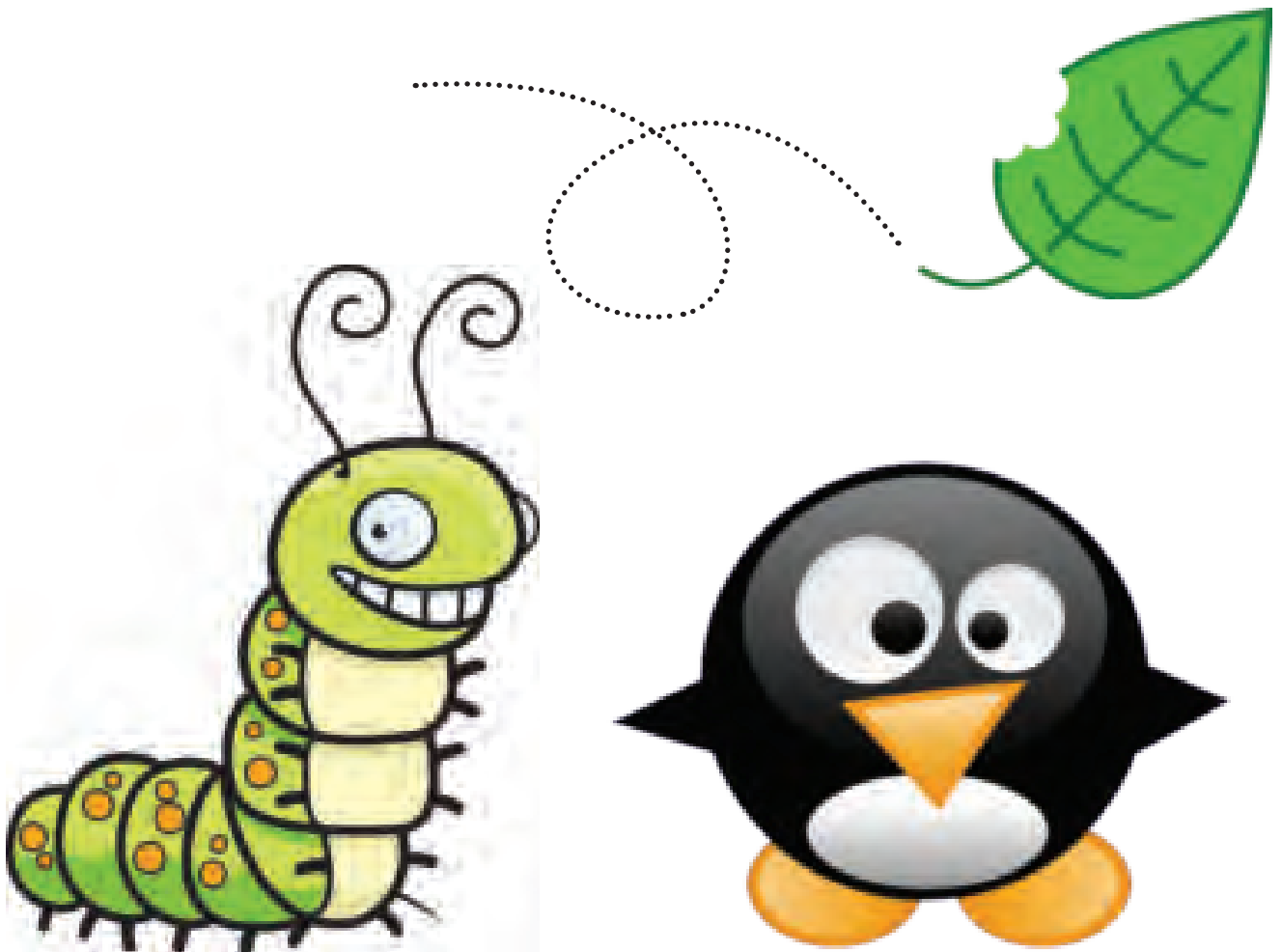
The outdoors offers a wide assortment of movements, from a twirling leaf on its descent to the ground to an inchworm measuring its way upward on a flower stem.

Take the children outside and practice taking a walk on the wild side by pantomiming movements in nature. Play wild-style “Simon Says”

First select a leader. The leader will give commands to the game players, who must move toward the designated finish line or the leader – via the movements the leader calls. For Example:

- Simon says, “Waddle like a penguin”
- Simon says, “Twirl like a leaf”
- Simon says, “Slither like a snake”
- Simon says, “Stomp like a bear”
- Simon says, “Hop like a rabbit”
- Simon says, “Roll like a wave”
- Simon says, “Creep slowly like a caterpillar”

Create variations of the game by using specific types of movements, such as only using the actions of slow animals for one round, then using only those of fast animals for the next. Play again using movements in nature that aren’t animal related, mimicking the wind, water, rain, waves, river currents, rolling stones, and so on. The first person to make it to the finish line is the winner and gets to be the next leader and call out wild commands.



Look Up, Look Down, Look All Around

All kids love to spy and play detective. Move the mystery and enthusiasm outdoors and encourage children to spy on the wildlife that makes its home near you. Lots of animals co-exist with people, from spiders to birds, depending on where one lives. It's simply a matter of uncovering the evidence of wildlife that lives nearby. Time to sleuth!

Help Me Understand

Q: Where do animals go during the day?

A: Even though we might find evidence of animals without seeing the actual animal, they're more than likely still nearby. A burrow's entrance might house a mouse that is sleeping by day. A cracked nutshell may have been dropped by a bird who was having lunch and then flew off in search of more food to eat.

Encourage the children to look for these signs of wildlife:

- A spider web
- A slimy snail's trail
- A chewed or nibbled leaf
- A track in the dirt or sand
- A feather
- A snakeskin
- A nest
- A burrow entrance
- A cracked nutshell

Look for other signs that animals share your environment. Can you find blooming flowers and grasses? Without pollinators, such as bees, butterflies, and bats, flowers wouldn't exist.

What other evidence can you find that animals, tiny or large, co-exist with you? Gently look under rocks or fallen logs to discover what might be living beneath. Be a detective and discover wildlife at work.



Antics

Probably one of the easiest insects to watch in action is the ant, and what antics they perform as they go about their very busy workdays. Ants can be found in practically any outdoor environment – from sidewalks to playgrounds, from a small patch of grass to a large field.

Take the children outside and locate an anthill.

(WARNING: All ants can bite, and their bites can hurt! Do not hold or handle ants of any size)

Spend time watching them in action. Follow their trail and see where it leads you.

Ants follow a trail because they are searching for food. When one ant finds food, it leaves a scent trail for the other ants in its colony to follow, telling them where they can find the food supply. When you see ants following a trail, it means they are off to get provisions for the colony.

Try this fun experiment to watch how ants communicate with one another by leaving a scent trail. Collect several small twigs and place them end to end to create an enclosed space not too far from an anthill. Don't create a high enclosure; make it flat and wide. Drop some sugar or cracker crumbs within the enclosed space.

Wait for the ants to discover your gift. Soon they will find the food you've left for them, and as they take it away, they will leave a scent trail so they can return for more. Other ants in the colony will quickly catch the trail's scent and follow it to the food source too. Once you have a trail of ants in pursuit of the food, carefully remove the sticks. Observe what happens: the ants become confused because their scent trail has disappeared.



Rock 'n' Roll

When you walk, jump, or jog outside, chances are that you are stepping on rocks. Rocks make dirt when they are crumbled and mixed with organic materials. Small rocks were once part of larger rocks.

Take the children on a walk to discover just what rocks are. Are all rocks the same?

Try making a scavenger hunt to locate the following?

- A sharp rock
- A flat rock
- A bumpy rock
- A crumbly rock
- A rough rock
- A smooth rock
- A shiny rock
- A dull rock
- A rock with speckles
- A rock with stripes
- A multicoloured rock
- A rock with only one other colour

Compare the different types of rocks you found.

How are their textures different?

How do they differ in appearance?

Ask the children to play in a group to create a town, roads, buildings and places to visit in their 'Rocky Community'.

Or individually they can work on creating their own fort with a secret password.

Allow imaginations to soar and grow as your young architects build and create while soaking in fresh air and sunshine.



Cloud Racing

Cloud racing or watching allows children to sit, think and imagine.

Spread out a blanket and lay down so you can watch the clouds.
(Make certain the sun is not shining directly into the eyes)

While watching the clouds; ask the children to imagine that they are travelling on a cloud.

- What can they see?
- Where are they going?
- Have the children make up a story about their cloud travels
- What shapes can they find in the clouds?
- Are they thin and wispy?
- Fluffy and puffy?
- Are they the same shapes as the clouds they will see tomorrow?
- Why or why not?

If it is a breezy day, have a cloud race with the children.

Each child gets to select a cloud as their own. Designate a landmark, such as a treetop, in the distance. The first cloud to reach the landmark is the winner of this race.

Watch as the clouds drift, until a winner reaches the mark.



What's the Time Mr Wolf?

Ask the children to select a child to be "Mr Wolf".

Have the remaining children stand in a line 10 – 15 metres behind Mr Wolf. Mr Wolf must stand with his back to the children.

- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with a time e.g. "Its 6 o'clock", the children then take 6 paces forward towards Mr Wolf.
- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with another time e.g. "Its 8 o'clock", the children then take 8 paces forward towards Mr Wolf.

This goes on until the children get close to Mr Wolf.

- The children call out all together "What's the time Mr Wolf?".....
- Mr Wolf responds with "It's dinner time!!!!", and turns around and chases the children until he catches one as they run back towards the start line.

When Mr Wolf catches a child, the caught child becomes the next Mr Wolf.



Team Games

Skills Relay

Equipment – depending on the number of teams playing

(for one team)

- 3 hoops
- 2 large balls
- 1 skipping rope
- Rope or chalk lines

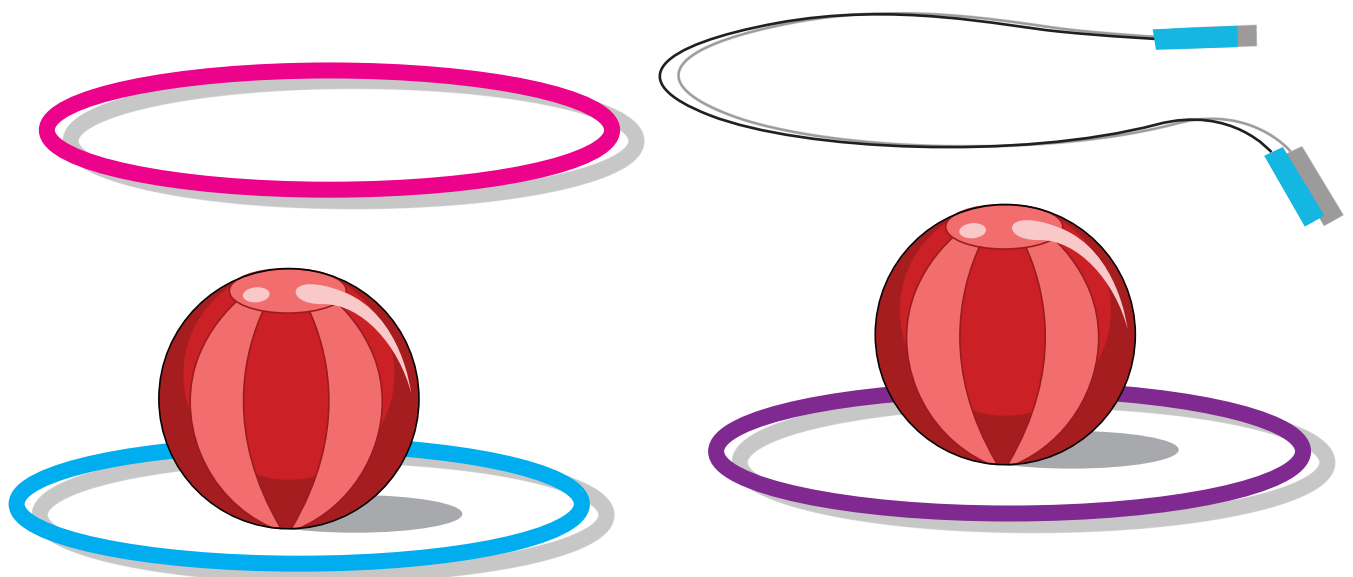
Aim – to practise a variety of skills in a team situation

How to Play:

- Place the hoops in a line. Alter the distance between them according to the age and ability of the children playing.
- Place the rope in hoop 1 (the first hoop), and one ball in hoop 3.
- One team lines up behind the starting line 1 (at the first hoop) and the other team behind starting line 2 (at the end of the 3rd hoop)
- The first player:
 - o Dribbles the ball using their feet to hoop 1 and leaves it there
 - o Picks up the rope and skips to hoop 2 and leaves it in that hoop
 - o Hops from hoop 2 to hoop 3
 - o Picks up the ball in hoop 3 and throws it to the second player.
- The second player puts the ball on the ground and dribbles it with their feet to hoop 3 and leaves it. Then each of the skills is performed in the reverse order.

Developing the game:

- Change the type or number of skills.
- Ask the children for their suggestions on how to alter the difficulty level of the game.



Tunnel Ball

Equipment – large balls (preferably tunnel balls)

How to Play:

- Divide the class into teams
- Have all team members line up behind each other with legs spread outwards to form a tunnel
- The 1st player holds the ball, the last player in the team crouches down to catch the ball.
- On the starters call, the 1st player rolls the ball down through the player's legs to the end of the tunnel.
- The catcher gets the ball and runs to the head of the tunnel to roll the ball down again to the new catcher.
- Each team member takes their turn to send the ball down the tunnel until each child has had a turn.
- The original leader catches the ball then runs to the top of the tunnel and all team members sit on the ground.
- The first team to complete the tunnel ball wins!!!!

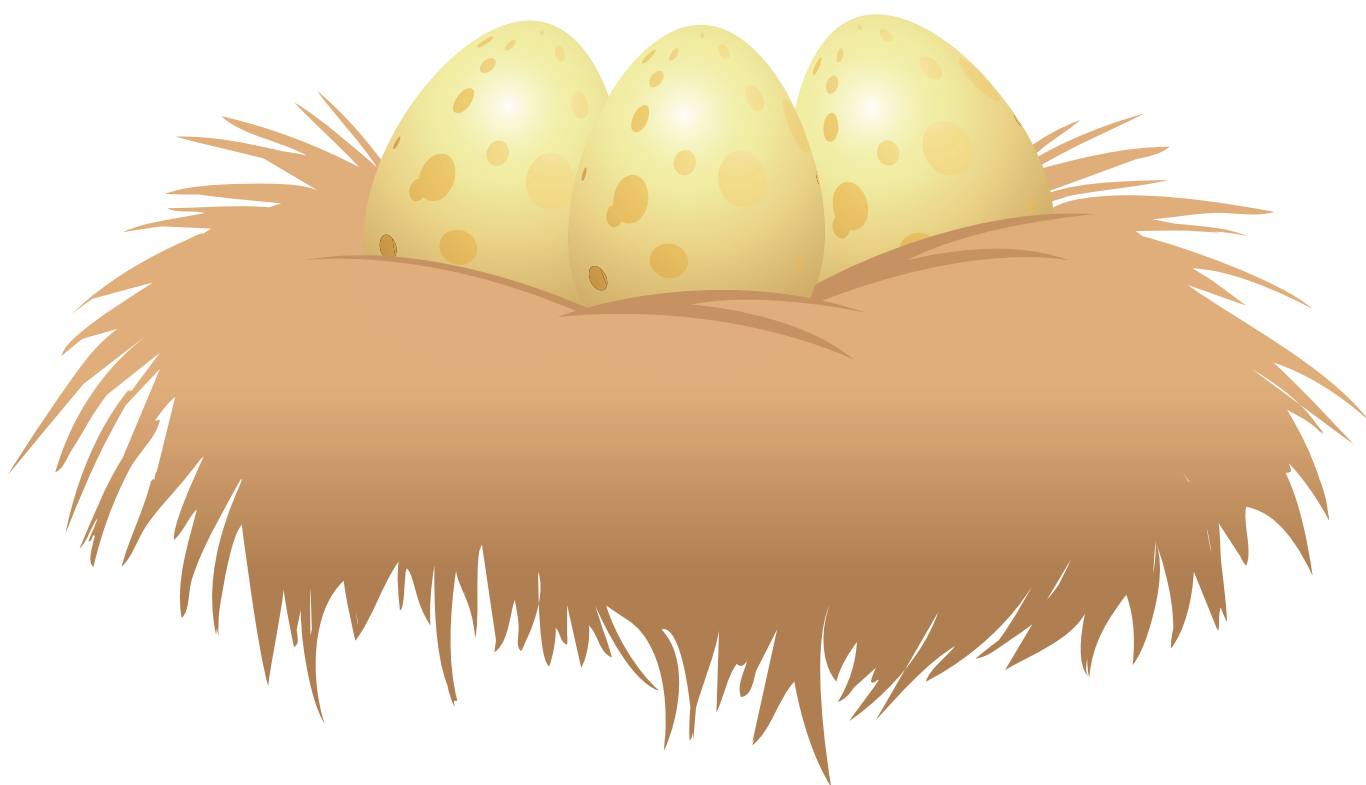


Eggs in the Nest

Equipment: 5 small bean bags or similar, 3 or more nests (boxes, buckets), depending on the number of children in the group

How to Play:

- Divide the group into 3 teams with each team standing by one of the three outer nests.
- Each team selects a player to run each round.
- The objective of the game is to get 3 bean bags into the nest. Players may take bean bags from the centre OR from other player's nests.
- Players may only take one bag at a time and bags may not be thrown, they must be placed into the nests.
- Players and other team members may not defend their bases and stop bags being taken.
- The first team to get the three bags into their nest become the winners.

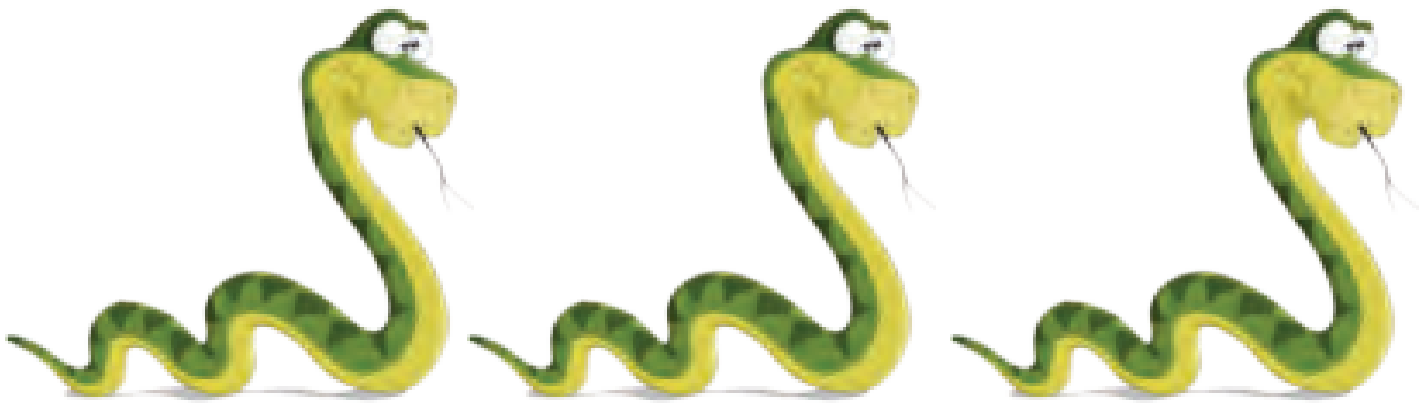


Snake in the Gutter

Number of children: 6 or more.

How to Play:

- Depending on the number of children, make at least three children the snakes.
- Have the snakes form the gutter by standing in a line with wide spaces between them, facing the rest of the children, who should be at a distance.
- The adult in charge (or a child) yells, "Snake in the gutter!"
- The children attempt to run through the gutter without being tagged by a snake.
- Those who get tagged are now snakes and stay in the gutter. Those who make it through can make another run through the gutter. But anyone who was tagged must join the snakes.
- Continue the game until everyone has been caught.

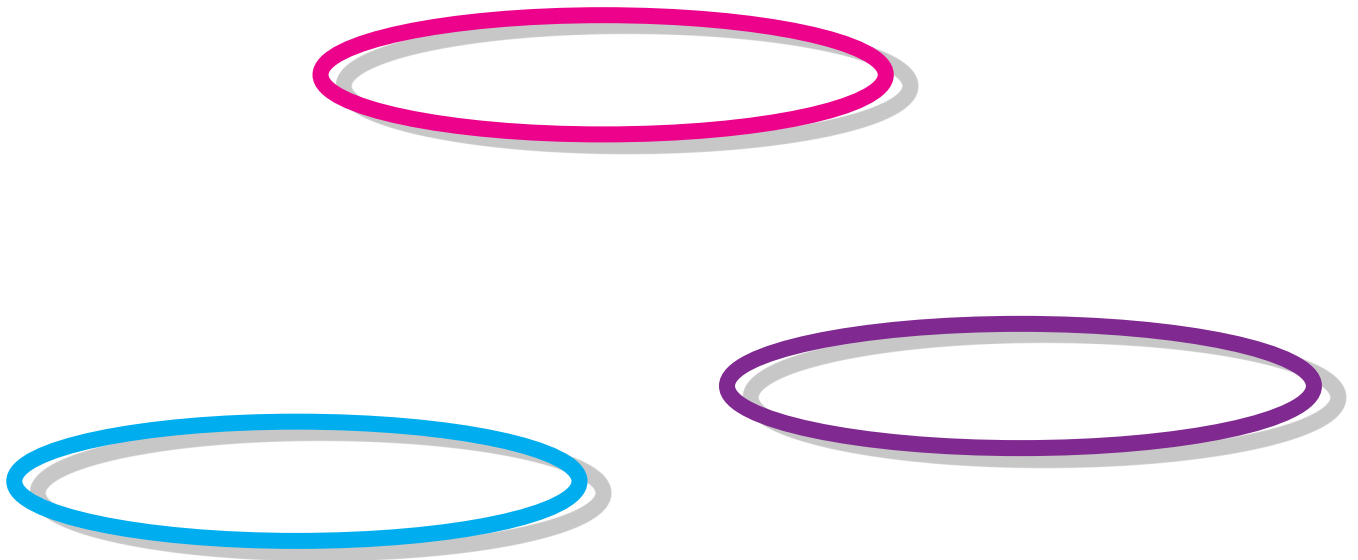


Musical Hoops

Equipment: Music Equipment, Hoops

How to Play:

- Ask the children to group in the area cleared for the activity.
- Tell the children to find a hoop to stand in.
- Start the music and get the children to move out of the hoops and around to the music.
- Encourage them to listen to the music and when it stops each child must find a hoop to stand in.
- Remove a hoop occasionally so children are encouraged to look more carefully for an empty hoop.
- When the music stops, the children unable to find an empty hoop must sit out of the game
- Continue until one child remains



Duck, Duck, Goose

How to Play:

- Clear space for children to sit in
- Encourage the children to make a circle and then sit down. There could be an option of placing chairs in a circle. This could be especially good if there was a child in a wheelchair as all the children would be seated on the same level
- Choose a child to walk around the outside of the circle saying, "Duck, Duck, Goose". As the child does this encouraging them to "gently" touch each child's head
- When the child pats a child on the head and says "Goose", the child starts to run around the circle
- The goose (child) then gets up and runs around the circle chasing the child who "Goosed" it. If the child is tagged, then he/she becomes the plum pudding and sits in the middle of the circle, or he/she can join the children sitting in the circle
- Children can vary the way they chant "Duck, Duck, Goose", for example they can change order or add in extra "Ducks". Eg "Duck, Goose, Duck, Duck," or "Duck, Duck, Duck, Duck, Duck, Goose", or "Goose, Duck" etc

