

# Healthy eating, active play and keeping clean

Resource booklet for families



This resource booklet has been designed to accompany the learning from home resources designed for teachers. Each booklet covers a different learning area and is designed to be used by families in the home so they can offer play experiences that will support their child's learning in this area. It also unpacks some of the learning that will happen.

The learning outcome that links to this resource booklet is:

### Learning Outcome 3: Children have a strong sense of wellbeing

- Children take increasing responsibility for their own health and physical wellbeing.

The learning concepts covered in this resource are:

- Healthy eating
- Active play
- Keeping clean

Families play a key role in developing children's language and literacy skills. Early literacy is what children know about reading and writing before they read or write in the same way that they do at school.

**There is no one right way to be healthy. Eating healthy foods gives children energy to play and has lifelong health benefits. Being active increases brain activity which helps children to learn and uses both big and small muscles to help children cope with more difficult physical tasks. When children practice keeping themselves clean, they become more confident and independent. When they learn about self-help they also become aware of their own and others' safety.**

Families are encouraged to investigate and explore play experiences incorporating local Aboriginal history and culture, when and where appropriate.

## Healthy eating

There are many play experiences that can be offered at home to help children learn about healthy eating and develop a positive relationship with food.

### Play experiences

Cooking:

- Look at some recipes and ask your child to spot foods that they like to eat in the recipes. Point out that there are different ways to prepare and serve their favourite foods.
- Choose some different recipes to make that use your child's favourite fruits or vegetables. Conduct an experiment by cooking or serving different recipes using the same ingredient. Talk about how the food changes, for example raw carrots are crunchy and steamed carrots are soft. Ask your child if they like the food cooked or served in different ways.
- Look through magazines or supermarket brochures to find foods that your child likes, knows or are new to them.

- Together, pick a fruit or vegetable that they would like to try. Try some different recipes or ways to serve the new foods. Preparing and serving new foods in different ways gives children lots of opportunities to try them before deciding if they like them.
- Plan the meals and snacks you could have during the day with your child. Check the pantry and fridge together to see what is there. Talk about what they might eat and at what time. Planning what to eat at regular times as opposed to grazing all day helps children to recognise and respond to feeling hungry. It also develops habits of knowing what foods to eat and how much they need to eat to keep them going.

Imaginative play:

- Create your own restaurant using items from around the house. For example, cutlery, utensils and material to use as a tablecloth. Think about what else a restaurant would need, and what you could use as props.
- Create a menu by writing or drawing what you will serve, including some of your family's favourite foods.
- Invite people within the house and/or toys to come to the restaurant.
- Make a stove using an empty box and practice making some of the items on your menu using items like playdough, storage containers and utensils. If your restaurant has been set up outside, you might like to design a mud kitchen area to practice making foods on your menu using leaves and old pots and pans.
- Think about what you could call your restaurant. Make a pamphlet about your restaurant and invite your family members and toys to come. Don't forget to draw the foods you are serving.

Reading:

- Read books or listen to online stories together that are about food. Share ideas about the food in the story that your child likes to eat. For example *The Very Hungry Caterpillar* by Eric Carle, *The Shopping Basket* by John Burningham or *The Magic Lunchbox* by Angela Barrett.

Meal times:

- Make and serve meals with your child, drawing attention to how the food looks on the plate. For example the different colours, shapes and textures.
- Ask your child to describe how the foods they are eating feel and taste.
- Ask them if they are feeling hungry or full. Help them to recognise these feelings and talk about what to do when they feel this way.

## Questions to support your child's learning

- What is your favourite food and why do you like that? What other foods are similar to that one?
- Did you know you could cook or serve ... like that? I wonder what other ways we could cook ...
- What could we make with that food?
- Why do you like those foods?
- How does it make you feel when you eat those foods?
- Do you know what those foods are?
- What food would you like to try?
- What do you think it will taste like?
- How do you know when you are hungry?

## What will your child learn?

- Develop a positive relationship with food
- Confidence to select and try a variety of foods
- Know and talk about their needs, for example hunger or thirst
- Healthy foods give our body energy

## Active play

There are many play experiences that can be offered in the home to support children's physical activity, to practice and master skill development and exercise both large and small muscles.

### Play experiences

Large muscle movement:

- Make up dances with your child or dance along to popular dances online such as Hokey Pokey or Chicken Dance.
- Sing and move to action songs and nursery rhymes such as Stand Up Sit Down or What's the time Mr Wolf?
- Create your own obstacle course, either indoors or outdoors, that include ways for your child to practice movements such as hopping, jumping, skipping, balancing, throwing, crawling under or climbing over objects.
- Make your own scavenger hunt, asking the child to collect certain items around the house in a set amount of time.
- Time how long it takes to run around the boundary of the back yard, or up and down a hallway. See if you can do it quicker each time. Feel your heart pattering inside your chest.

Small muscle movement:

- While doing household chores ask your child to help. For example, while cooking they could use utensils such as tongs or a whisk, or while hanging washing your child could put the pegs on the clothes.
- Make playdough with your child then play with it together. You could roll and stretch the playdough or even use utensils such as a plastic knife or small scissors to cut the playdough.
- Draw, write and finger paint. Encourage big movements to small ones. Try these activities in different ways, such as on an easel, on large spaces on the floor, or on tiny pieces of paper.
- Thread beads, buttons or pasta to make a necklace.

## Questions to support your child's learning

- What parts of the body do you need to jump? Balance? Throw?
- What happens to your breathing when you sit? What about when you are running?
- I wonder if you can swing your arms back, bend your knees then reach for the stars when you jump.
- What else could we add to the obstacle course?
- Can you make up your own dance? Obstacle course?

## What will your child learn?

- Active play is purposeful and enjoyable.
- Being active helps our body and our brain keep healthy.
- Gross motor skills help us play sports and do harder physical tasks.
- Fine motor skills help to control hands and fingers so we can use zippers and buttons as well as write and draw.

## Keeping clean

There are many experiences that can be offered in the home to support children's independence and confidence in basic health routines.

### Play experiences

#### Handwashing

- Watch songs online to help your child see how to wash their hands effectively. For example: Wash Your Hands by Playschool.
- Make up your own song to sing when washing your hands at home.
- Conduct an experiment that shows why we use soap when washing our hands. For example:
  - Fill a light coloured bowl with water and sprinkle in some black pepper.
  - Get your child to put their finger in the bowl. Look for how the pepper is sticking to their finger.
  - Ask your child to put soap or dishwashing liquid onto a different finger, then dip into the bowl again. Look for the pepper moving away.

#### Cleaning teeth

- Watch songs online to help your child understand why they should brush their teeth and how. For example: Brush Your Teeth by Super Simple Songs
- Using an egg carton or the bottom of plastic bottles as teeth, have your child practice brushing using a toothbrush or small dustpan and shaving cream or soapy water. Talk to your child about practicing going round and round, up and down and getting the tricky bits at the back.
- Read books related to dental hygiene such as Brush, Brush, Brush! by Scholastic
- Ask your child to teach one of their favourite toys to brush their teeth.

### Questions to support your child's learning

- What are germs? Why do we need to know about germs if we can't see them?
- When should you wash your hands? Brush your teeth?
- How long should you wash your hands? Brush your teeth?
- What song could we sing to know we have washed our hands for long enough?
- How will we know that our hands are clean? Teeth are clean?
- What other parts of our body do we need to clean? For example showering/bathing and cleaning hair.
- Why do we need to keep ourselves clean?

### What will your child learn?

- Using routines to keep themselves clean
- Confidence and independence to self-help
- How keeping clean keeps themselves and others safe