



Welcome to our Good for Kids team newsletter, where we share all the latest on embedding healthy eating and physical activity at your service.

## Happy New Year!

We hope you all had an enjoyable and restful break over the holidays. The Good for Kids team are looking forward to working with you for another fun year of promoting children's health and wellbeing in 2025!

Hopefully you received our Good for Kids 2025 calendar in the mail and will find it useful for programming physical activity and healthy eating activities this year.

If you didn't receive the 2025 calendar in the mail, please email us at [HNELHD-GoodForKids@health.nsw.gov.au](mailto:HNELHD-GoodForKids@health.nsw.gov.au) or you can [click here](#) to download from our website.

## January 2025



## Recognising January 26th

**Australia Day**  
26 January

**Background:**  
To understand the best way to recognise this day, chat with Aboriginal families and community about the best to acknowledge this date. The preference for recognising Australia Day, Invasion Day and/or Survival Day will vary between children, families and/or communities.

**Survival Day:**  
Many Aboriginal and Torres Strait Islander people recognise 26 January as Survival Day. Despite colonisation, discrimination and comprehensive inequalities, Aboriginal and Torres Strait Islander people continue to practice traditions, look after the land, and share their voices.

**Invasion Day:**  
Many Aboriginal and Torres Strait Islander people recognise January 26 as being a day to assert Aboriginal and Torres Strait Islander sovereignties. This day is also seen as a 'day of mourning' to acknowledge the current and contemporary injustices resulting from forced takeover of lands.

**Australia Day:**  
The Australian Government, since 1994, has marked the 26 January as a public holiday to celebrate Australia Day. Australia Day is seen as a day to reflect on what it means to be Australian, to celebrate contemporary Australia and to acknowledge the history of the nation. For more information visit: [Survival/Invasion/Australia Day](#).

**Physical Activity:** *Getting active during story telling time*  
Read a book from Aboriginal and Torres Strait Islander authors, like *My Country* or *Awesome Emu*. There are opportunities in books to encourage physical activities, like "Dance with the lightning clouds" or "Run fast like Djinawon Jemul".

**Healthy Eating:** *Planting local food plants*  
Together, with children, families and communities, plant one or several local food plants. When planting, chat about the country that you are in (e.g., Australia), what type of plants you are starting, how to care for the plants and the country which you are in, and what it means to local Aboriginal people and communities.

Participating in activities to celebrate/acknowledge January 26th may have significant meaning for children, families, services and communities. These activities can promote a sense of belonging or may form an important part of a healing journey. To understand how best to recognise this date chat with local Aboriginal families and community members.

The Good for Kids [Australia Day handout](#) features physical activity and healthy eating activity ideas embedding Aboriginal perspectives.

If you are looking for more ways to embed Aboriginal perspectives into your program, please check out our [website](#).

**Link to NQS:**  
*Element 2.1.3 Healthy lifestyle*  
*Element 6.2.3 Community engagement*



## Aboriginal Music

Aboriginal music can be enjoyed by people of all ages, and it can be a fun and engaging way to embed Aboriginal perspectives at your service. You could ask Aboriginal children and families if they have any favourite singers and then incorporate them in your program.

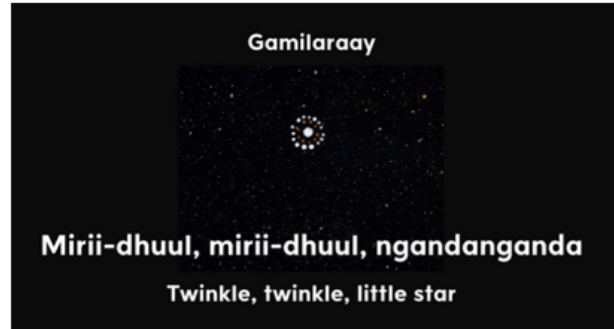
Here are a few examples of songs that you can use and/or modify in your service:

- Use local language in songs that encourage movement. Here is an example of [Heads, Knees and Toes in Awabakal language](#), sung by Captain Starlight for NAIDOC in 2021.
- Sing everyday preschool songs in local language and incorporate physical actions. The following is a resource from Speak Gamilaraay [Twinkle, Twinkle Little Star](#).
- Use songs made in language and add physical movement. For example, play Speak Gamilaraay's [Burrulaa Balabalaa \(Many Butterflies\)](#) and encourage the children to act out or make actions like the animals in the song.
- When playing the music, advise the children the Aboriginal language of the song, and explain that there are various Aboriginal languages across our nation. If you have difficulty finding resources/music in your local Aboriginal language you could consult with Aboriginal people in your community.

### Link to NQS:

Element 2.1.3 Healthy lifestyle

Element 6.2.3 Community engagement



## FMS of the Month: Running



Fundamental movement skills are the building blocks of movement. Children do not naturally learn these skills as part of their normal growth and development making it important that FMS are intentionally taught. Educators should provide frequent opportunities for children to explore, practice and develop these skills, whilst keeping it fun.

The more children become skilled and proficient at performing these skills, the more confident they will become at joining in with games and sports, leading to improved social skills. They will also be more likely to be physically active throughout their lives.

To kick off 2025 our January fundamental movement skill is RUNNING! Check out the Munch & Move Fun Moves videos for tips on how to teach the skill and common errors to watch out for: [Fun Moves Videos - Munch & Move](#)

There are lots of fun games to incorporate running at your service- try this activity: [RUN RABBIT TAG - Munch & Move](#)

### Link to NQS:

Element 2.1.3 Healthy lifestyle

# Educator Wellbeing Matters



## Staff wellbeing

A positive environment for children and young people is not only important for their mental health but is important for your mental health too.

### Wellbeing matters

While you're putting your energy into creating a good mental health environment for children and young people, it's also important to focus on your wellbeing and that of your colleagues.

Early learning services and schools can be stressful environments, and you spend a large part of your day at work. So, it makes sense that your workplace and your work have an impact on your mental health.

Reducing and managing your stress levels, maintaining positive social interactions and asking for help when needed are all helpful actions. Being comfortable to ask for and give support helps reduce the fear of stigma for help-seeking and is important in building a supportive culture at your service or school.

Ultimately, taking responsibility for your mental health, and understanding that it's a key to success in your personal and professional life, is the most important action you can take.

### Stress

Stress is a normal response to the demands of work.

While it can affect individuals differently, prolonged or excessive stress is not good for anyone. Sources of stress can include:

- time pressures and workload
- poor student behaviour including lack of motivation and effort, disrespect, challenging authority and violence
- conflict with management and colleagues
- adapting and implementing change
- being evaluated by others
- poor working conditions
- self-esteem and status.

When these, or other workplace stressors, begin to impact on the mental health and wellbeing of educators, it's important to act to reduce or eliminate stress and find better ways of coping.

### Work and mental health

As with all workplaces, the responsibility is shared between individual staff members and the organisation. The Beyond Blue webpage [Work and mental health](#) provides information

While you're putting your energy into creating a positive mental health environment for children, it's also important to focus on your wellbeing and that of your colleagues. As we start the year fresh it is a good opportunity to reflect on how your wellbeing can be supported so you can thrive in your role as an educator.

Early learning services can be stressful environments, and you spend a large part of your day at work - it makes sense that your workplace and your work have an impact on your mental health.

Reducing and managing your stress levels, maintaining positive social interactions and asking for help when needed are all helpful actions. Being comfortable to ask for and give support helps reduce the fear of stigma for help-seeking and is important in building a supportive culture at your service.

[Be You](#) have lots of useful resources to support educator wellbeing. Check out this [Staff Wellbeing fact sheet](#) for further information on this topic.

### Link to NQS:

*Element 7.2.3 Development of professionals*

# Support for Families: FMS practice at home

It is important children practise fundamental movement skills at home as well as whilst they are at childcare.

This [movement skills at home](#) handout provides some simple age-appropriate activities parents can do with their child at home. Practising fundamental movement skills together can promote parent-child bonding and foster a positive attitude toward physical activity as the child grows and develops.

Thanks to Illawarra Shoalhaven LHD Munch & Move team for creating this resource.

### Link to NQS:

*Element 6.1.3 Families are supported*

**Movement skills at home**

Fundamental movement skills like running, kicking and throwing, are skills used in many sports and active games. Children who are taught these skills from a young age are more likely to be physically active throughout their lifetime. Many children still can't perform these skills well, even by the time they reach their middle primary school years.

<b>Rolling</b> <b>Object line</b> This is a fun and easy way to practice rolling. Use a ball of clay or a rolled-up sock to make a ball. Roll it down a ramp or over a low wall. Try to get it to roll as far as you can in the hallway.	<b>Sticks and sticks!</b> <b>Sticks and sticks!</b> Use sticks of different lengths to make a path. Children can walk along the path, stepping over the sticks. This helps with balance and coordination.	<b>Push and pull</b> Push and pull a small cart or trolley. Use different weights to make it challenging. This helps with strength and coordination.
<b>Rolling</b> <b>Rolling</b> Roll a ball or a small cart over a ramp. Use different weights to make it challenging. This helps with strength and coordination.	<b>Side-skip course</b> Set up a course with cones or markers. Children can side-skip through the course. This helps with balance and coordination.	<b>Shooting can</b> Shoot a ball or a small cart into a target. Use different weights to make it challenging. This helps with strength and coordination.
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**Rolling**  
 Children will not learn these skills naturally like they would learn to crawl or walk. A great way to help your child develop these skills is to play games that use these skills at home. The key to this is to make it fun and have fun with it.

**Rolling**  
 This activity is a fun way to practice rolling. Use a ball of clay or a rolled-up sock to make a ball. Roll it down a ramp or over a low wall. Try to get it to roll as far as you can in the hallway.

**Sticks and sticks!**  
 Use sticks of different lengths to make a path. Children can walk along the path, stepping over the sticks. This helps with balance and coordination.

**Push and pull**  
 Push and pull a small cart or trolley. Use different weights to make it challenging. This helps with strength and coordination.

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Healthy Eating Active Living NSW

## Vegie month 2025 - Register now!

Join hundreds of ECEC services across NSW to celebrate Vegie Month!

Vegie Month encourages services to integrate vegetables into daily programs. This includes healthy eating learning experiences like experiments, songs, stories, art, discussions or gardening.

The 2025 theme is 'Be a Veg Explorer' running from Monday 10th March to Friday 4th April. Receive an electronic resource pack including an educator manual and recipe book when you register.

Register by [clicking here](#) or scan the QR code on the flyer.

**Link to NQS:**

*Element 2.1.3 Healthy lifestyle*

### Vegie Month 2025

Registrations are now open!

Join hundreds of services across NSW to celebrate Vegie Month.

Vegie Month encourages services to integrate vegetables into daily programs. This includes nutrition learning experiences like experiments, songs, stories, art, discussions or gardening.

In 2025 the theme is "Be A Veg Explorer". Services who register receive an electronic resource pack including an educator manual and recipe ebook.



Vegie Month runs from Monday 10th March to Friday 4th April

Register by [clicking here](#)

or scan the QR code below



## Where to get more information?

Munch & Move Hunter New England LHD: [Early Childhood Services - Good for Kids](#)

Good for Kids Resources: [Resources | Good for Kids, Good for Life](#)

Embedding Aboriginal Perspectives in Munch & Move: [Embedding Aboriginal Perspectives: A Guide for Early Childcare Services](#)

Australian Breastfeeding Association: [Australian Breastfeeding Association](#)

Mini Moves Fundamental Movement Skills resources: [Mini Moves - Munch & Move](#)

Munch & Move e-learning: [Click here to register](#)

Small Bites for Big Steps: [Small Bites for Big Steps - Munch & Move](#)

Munch & Move Newsletters: [Munch & Move Newsletters | Good for Kids, Good for Life](#)

Follow us on Facebook: [Munch & Move with Good for Kids](#)

Contact Us: [HNELHD-GoodForKids@health.nsw.gov.au](mailto:HNELHD-GoodForKids@health.nsw.gov.au)

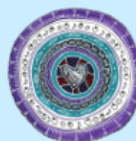
Join our network groups:

[Munch & Move for Babies and Toddlers Network Group](#)

[Good for Kids Cook's Corner Network Group](#)

[ECEC Aboriginal Educators Network Group](#)

The Good for Kids team acknowledges the traditional custodians of the lands on which we live, work and practice and pay our respects to Elders past and present.



'The heart of a child'  
by Worimi Artist  
Lara Went

Good for kids  
Good for life

