

Embedding Aboriginal perspectives into the Munch and Move Program: Examples relating to Belonging, Being and Becoming – The Early Years Learning Framework.

The Good for Kids Team supports services to embed Aboriginal perspectives into the Munch and Move Program. Embedding Aboriginal perspectives into the Munch and Move Program benefits both Aboriginal and non-Aboriginal children. Healthy eating and physical activity are heavily influenced by culture, and embedding Aboriginal perspectives provides opportunities for Aboriginal children to feel a sense of connectedness to their culture, community and country. Non-Aboriginal children also benefit, as they learn about Aboriginal culture, community and culture.

In this resource, we have included some examples of how Aboriginal perspectives can be included into healthy eating and physical activities. We also illustrated how each of the examples could relate to the EYLF outcomes. The examples are provided to illustrate the possible outcomes of partnerships with local Aboriginal people and organisations. Partnerships with local Aboriginal people and organisations ensure that the healthy eating and physical activities are meaningful and authentic.

Aboriginal partners for services could include Aboriginal children, families, Elders, communities, and/or organisations. Developing trusting and ongoing partnerships with Aboriginal partners is key in developing learning programs. There are many resources available that illustrate how services can build partnerships with Aboriginal people, and for the purpose of this document, we have included the link to the SNAICC resource, called [Opening doors through partnerships: Practical partnerships that address Aboriginal and Torres Strait Islander community needs](#).

Examples of how Aboriginal perspectives are included in healthy eating and physical activities are listed below, under five of the EYLF outcomes.

EYLF Outcome 1: Children have a strong sense of identity

Example: Regularly use the Acknowledgement of Country and perform the associated movements. There is an Acknowledgement of Country that has gross motor movements, which we have uploaded on the [Good for Kids website](#). Involvement in an acknowledgement of country provides an opportunity for physical activity as well as help children identify their place and connection to land.

Example: Include local Aboriginal stories in your everyday class activities.

Work with Aboriginal communities to share stories in your service. These stories may help children learn about and share cultural knowledges. It is likely these stories will include aspects of Aboriginal health and wellbeing, including healthy eating and physical activity.

EYLF Outcome 2: Children are connected with and contribute to their world.

Example: Develop a bush tucker garden.

Work with local Aboriginal people and/or organisations to develop a bush tucker garden. Include local plants and watch them grow and change during the season. Bush tucker gardens also give children the opportunity to learn things like sharing decisions about how to care for the garden and local cultural knowledges.

Example: Read and/or develop stories about local Aboriginal animals, and have children act out the story

Read or develop a story with children about local Aboriginal animals. Create sculpture using local material that match the animal and/or story. You can also embed Aboriginal language into the stories as well. For example, instead of saying Emu, use the local language, like in Kamilaroi, the word for emu is dhinawan. To encourage physical activity, get children to imitate the animal and/or their strength. “Ernie the dhinawan is a curious bird. He can run very fast. Let’s run fast like Ernie the dhinahwan.”

ELYF Outcome 3: Children have a strong sense of wellbeing

Example: Excursion to culturally significant places in your local area

Excursions to culturally significant places provide an opportunity for children to be physically active with Elders and other community members. Additionally, being on culturally significant places allows children to connect to that place and learn important knowledge about the local community. Physical activity, connection to country and learning cultural knowledge contribute to the wellbeing of children, and also the broader community.

Example: Work with Aboriginal partners, to learn about local Aboriginal food plants (eg leaves, flowers, bark and more)

Learning about local Aboriginal food plants can be one way to get physical activity, as it could mean walking to plant, caring for the plant and more. If appropriate, work with local Aboriginal community so that you can collect and either display or use the local food plants within your service.

Services need to learn process for collecting Aboriginal food plants from the local community. Noting, there are many reasons why some communities may prefer services not to collect food plants or parts of them, such as sustainability of the plant or cultural reasons.

ELYF Outcome 4: Children are confident and involved learners.

Example: Use Aboriginal perspectives in combined music and movement activities.

Use local language for movement songs like Head, Knees and Toes or get children to develop dance moves to songs in local language, like the Burrulaa Balabalaa (Many butterflies) song. More ideas about how to embed Aboriginal perspectives in combine music and movement activities can be found on the [Good for Kids website](#).

Example: Take a photo of a flower that belongs to a local Aboriginal food plants and develop a poster with information about the plant. Display the poster in your service.

Take a photo or several photos of flowers, fruit, leaves, etc that belong to local Aboriginal food plants. Work with the kids to create a poster, using the photo as a starting point. An example of a poster that can be developed is found at this [link](#) (scroll to the second page).



EYLF Outcome 5: Children are effective communicators

Example: Develop story books, so every child, including Aboriginal children have an opportunity to develop a story about healthy food.

Children have fun creating their own stories and why not use healthy food as a theme for children to develop their stories. See the book developed by Kamilaroi woman, Cheree Dean and her son Harry, called [Fruit and Cars](#).

Example: Learn about Traditional Aboriginal Games from your local area and use them at your service.

Work with local community to learn about local Aboriginal Games that may have been and/or continue to be played in your area.

In one of the Good for Kids Research Projects, some games from the [Yulunga Traditional Indigenous Games](#) were adapted. These games were included in the [Everybody Energiser cards](#). They include card numbers: 5, 10, 21, 37, 40, 42, 45 & 47. More information about these cards can be found on our [Good for Kids website](#).

Although these games are not local to the Aboriginal communities in the Hunter New England Local Health District, they provide Aboriginal and Torres Strait Islander perspectives to games. Playing games help children develop communication skills.

**** Please note, the terminology used in this resource is consistent with [NSW Health's Communicating Positively: A guide to appropriate Aboriginal terminology](#). We have used the word *Indigenous* to correctly name the owners and creators of the resource. ****



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