

SEPTEMBER  
2020



**A FRIENDLY REMINDER:**  
Families are reminded that Social Distancing of 1.5m still applies with Adults entering the Service areas. Please ensure that you do not enter the Service hall. The Sign in & Out sheets are located on the service desk outside the hall along with hand Sanitiser. Please place the used pen in the container for sanitising or alternately bring along your own pen.  
Thank you for your cooperation.

## ON *this* MONTH Aussie Kids Fun & Fitness

### AROUND THE COUNTRY

Wattle Day .....	1
Save the Koala Month .....	1-30
Early Childhood Educators' Day .....	2
Indigenous Literacy Day .....	2
National Flag Day .....	3
Father's Day .....	6
Child Protection Week .....	6-12
International Literacy Day .....	8
Sea Week .....	12 - 18
Talk like a Pirate Day .....	19
Sustainable House Day .....	20
World Maritime Day .....	24
World Rivers Day .....	27

**POLICY REVIEWS** - Policies are available only via email. If you would like to view the draft and provide feedback, please contact the service.

- Furniture and Equipment Safety Policy QA2
- Bullying, Discrimination and Harassment Policy QA4
- Grievance Policy (Staff) QA4
- Grievance Policy (Families) QA6
- Grievance Policy (General) QA6
- Social Media Policy QA7 OSHC

**A FRIENDLY REMINDER:** Due to Families having no access to the Service Hall Area, all Service information for Families is readily available at the front sign in desk. If there is any information you require, please ask Staff.

### Collaborative Partnership with Families and Communities

Aussie Kids Fun & Fitness in Partnership with families are always looking for ways to improve our service. We would value your feedback to our ongoing monthly question by placing a shell in the yes or no pot and providing an explanation to assist our service by contributing to the Quality Improvement Plan. Your feedback is greatly appreciated.

We would love to hear from families in regards to ways we can enhance your child's social and emotional skills through education and play activities. Your feedback is valuable to our service. A feedback, comments and suggestions box are available at the front sign in desk.

#### **Last Month's Question:**

Do you feel the that service has implement adequate strategies and changes, in regards to Covid – 19 to ensure the hygiene, safety and wellbeing of all Children, Staff and Families. Parents Feedback:

Yes - We do not know what lies ahead.

Yes - Not being in enclosed areas is a great idea

Yes -,The signs are great to remind us to sanitise

Yes - My child comes home and says we have to wash our hands so many times.

**This Month's Question:** Do you believe that the Service provides Inclusive Practices in their Educational and Care Programs?

*Inclusion in Childcare - every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.*



#### **Inclusion is**

**Treating everyone fairly**  
**Acknowledging individual uniqueness**  
**Celebrating difference**  
**Celebrating similarities**  
**Eliminating discrimination**  
**Reflecting on individual practices**  
**Standing up for human rights**  
**Standing up for children's rights**

*Diversity Kids*



## EARLY CHILDHOOD EDUCATORS' DAY – SEPTEMBER 2

Early Childhood Educators' Day recognises and celebrates the work of Australia's educators in early learning services for their wonderful contribution to the wellbeing and healthy development of the young children in their care.

It's a chance to say thank you to Australia's early childhood educators on a very personal level by service operators, families and their children, as well as collectively at the national level.

**Find our more here.**

## WORLD RIVERS DAY – SEPTEMBER 27

World Rivers Day is a celebration of the world's waterways. It highlights the many values of our rivers, strives to increase public awareness, and encourages the improved stewardship of all rivers around the world. **Where is your local river? Find out more here.**

## STRAWBERRY MUFFINS WITH CITRUS HONEY GLAZE



### INGREDIENTS

#### Muffins

2 eggs  
 3/4 cup (180 ml) lightly flavoured olive oil  
 1 cup Greek (or natural) yoghurt  
 1/2 cup brown sugar  
 1 teaspoon vanilla bean paste (OR extract)  
 1 cup buckwheat flour (OR 1 cup plain wholemeal flour)  
 1 cup plain wholemeal flour  
 2 teaspoons baking powder  
 pinch of salt  
 1 cup (fresh or frozen) strawberries, PLUS extra strawberries sliced, to decorate  
 zest and juice of 1 orange

#### Glaze

1 tablespoon honey  
 Juice and zest 1 orange  
 1/2 teaspoon vanilla bean paste (or extract)  
 1/2 cup icing sugar, sifted

**METHOD:** Muffins **Preheat oven** to 180 C, line a 12-hole muffin tin with papers. Set aside. **Place the eggs**, oil, yoghurt, sugar and vanilla into a large bowl and whisk to combine. **Add** the buckwheat flour, plain flour, baking powder and salt and using a wooden spoon gently stir to combine. Do not over mix. **Gently fold** through the strawberries and orange zest and juice. **Evenly divide** the mixture between the prepared tin. **Top** each muffin with a slice of strawberry. **Bake** for 10-12 minutes or until a skewer inserted removes cleanly. **Cool** for 5-10 minutes before placing on a wire rack to cool completely.

**Glaze - Place the honey**, orange juice, zest and vanilla into a small bowl and whisk to combine. **Add** the icing sugar and stir until smooth. **Drizzle** glaze over the cooled muffins. Serve immediately.

*Recipe and Image from 'mylovelylittlelunchbox.com'*

## App reviews

*A mixed bag of apps to keep everyone entertained and learning.*



### THE LORAX

Oceanhouse Media | AGE 4+ | \$9.99

*If you care about the environment and want your child to care too, then the Lorax App is a no-brainer. The classic Dr. Seuss book comes to life with this app thanks to its interactive activities and exquisite animation.* The app has won the Academic Choice "Smart Choice Media" award as well as the Parents' Choice Award Silver Honour award. The story is about how industrialization destroys environments and this app teaches environmental awareness in a very approachable way.

### BANDIMAL

YATATOY | AGE 3 to Adult | \$5.99

*BANDIMAL is a fun and intuitive music composer that lets kids discover the creative world of making music.* Set up a drum loop, swipe through animals to change instruments, compose melodies, change loop speeds and add a quirky effect on top. Amusing animals animate in hilarious ways as you perfect your song.

### DIY.org – Creative Challenges

DIY | AGE 4+ | FREE

*DIY.org has a huge library of hands-on projects, how-to videos, and an awesome Learning Community™ where kids can safely share online.* There's something for every kid: Art, Photography, Slime, Minecraft, Machines, Sewing, LEGO®, Animation, Cooking, Singing, Coding ... you know, the stuff that makes the world great! The thing that makes DIY.org different from all other screen time is that your kids will get inspired by other kids who love learning and share their passion and curiosity. With DIY, any kid anywhere can learn any skill.

**FOCUS:** This year isn't ideal, but let's make the best of it!

My father has helped me around many twists in life's road with his saying, **"What's real isn't always what's ideal, and what's ideal is rarely real."** I've never felt it more applicable or helpful than while parenting and educating during COVID-19. Things are not ideal in many, fundamental ways, and yet here we are. Though hopefully not forever, this is our reality, and probably will be for a while.

This begs big questions for parents and educators alike—do we anchor on what is ideal or on what is real as we support our kids during such a wild time? Do we hold kids precious and protect them from this reality, or do we help them to navigate within and adapt to it? Which will help them to thrive more in the long term?

My vote: Let go of 'ideal' and parent for real.

*In any given moment we have two options: to step forward into growth or to step back into safety. —Abraham Maslow*

Kids will roll with it if you let them.

Humans—especially wee ones—are naturally quite resilient, adaptable and hopeful. Kids don't rage against reality like we adults often do—they tend to roll with things, especially if we give them the okay and support to do so.

Kids don't suffer the loss of the ideal

Many of us are torn between the ideal and real—between taking and foregoing chances to help kids adjust to this moment. It's a hard balance to strike. Many people are leaning into this new normal and bringing their children along, showing them how to learn new ways of doing things and make this new reality work. On the other hand, I have heard equally caring adults grow fiercely attached to an ideal view of life for kids.

For example, I've heard people say that it would be psychologically damaging to ask a child to keep social distance from a friend or loved one. For sure, it feels neither natural nor easy for kids to hold back from being close and even embracing one another or their elders. Again, as an early childhood educator, I would certainly not advise it under normal circumstances. That desire to touch is a sweet feature of our early days on the planet. It is also understandable that educators and parents alike find it easier *not* to ask kids to even try, especially if you live in a place where you may be judged when your child needs reminders or practice.



But is it really damaging to ask kids to learn to keep close to family while keeping a 6-foot bubble from others? Really? The alternative to asking kids to learn to keep social distance can mean isolation from friends and family, lost chances to be among other people and feel part of a community. For many families, that would also mean not seeing grandparents who are at risk. Is that a better option? And what lesson does avoiding these social encounters teach our kids?

Let's put ideal in our back pocket and parent for real

*"Challenges are gifts that force us to search for a new centre of gravity. Don't fight them. Just find a new way to stand." —Oprah Winfrey*

So much of how our kids adapt to new challenges is how we present and respond to those challenges. That has never been more true than it is now.

Let's never lose sight of what is ideal. Let's agree to look forward to days when it's easier, more natural and more free to let our kids be and play like kids have long been able to do. But, let's not let the ideal be the enemy of all of the good lessons and good chances to be together that are real in this moment.

(This article was edited to fit into the constraints of this newsletter. To read the article in full follow the link below. Fitzgerald, Meghan. (2020). *Motherly: To families starting school: This year isn't ideal, but let's make the best of it*. Retrieved from <https://www.mother.ly/child/how-to-model-resilience-during-pandemic>



## DO YOU GET ENOUGH CALCIUM?

*Calcium is a key nutrient that many of us overlook in our diets. Almost every cell in the body uses calcium in some way, including the nervous system, muscles, and heart. Your body uses calcium to build healthy bones and teeth, keep them strong as you age, send messages through the nervous system, help your blood clot, your muscles contract, and regulate the heart's rhythm.*

We get calcium from: Dairy foods such as milk, yoghurt and cheese, Green veggies like broccoli, spinach, cabbage, bok choy and kale, Fish with small bones like sardines and salmon, Nuts like almonds and brazil nuts. How much calcium do children's bodies need daily? 1-3 yrs – 500mg, 4-8 yrs 700mg, 9-13 yrs Boys 1000–1300mg.

**Find out what this looks like in food servings here.**





## HEALTH & SAFETY: Immune Health

Immune health and the technical terms that go along with it, are being spoken about and referred to now more than ever. But what do they exactly mean and why is it so important?

**What Is the Immune System?** The immune system is the body's defence against infections. The immune (ih-MY-oon) system attacks germs and helps keep us healthy.

**What Are the Parts of the Immune System?** Many cells and organs work together to protect the body. White blood cells, also called **leukocytes** (LOO-kuh-sytes), play an important role in the immune system. Some types of white blood cells, called **phagocytes** (FAH-guh-sytes), chew up invading organisms. Others, called **lymphocytes** (LIM-fuh-sytes), help the body remember the invaders and destroy them. One type of phagocyte is the **neutrophil** (NOO-truh-fil), which fights bacteria. When someone might have bacterial infection, doctors can order a blood test to see if it caused the body to have lots of neutrophils. Other types of phagocytes do their own jobs to make sure that the body responds to invaders. The two kinds of lymphocytes are **B lymphocytes** and **T lymphocytes**. Lymphocytes start out in the bone marrow and either stay there and mature into B cells, or go to the thymus gland to mature into T cells. B lymphocytes are like the body's military intelligence system — they find their targets and send defences to lock onto them. T cells are like the soldiers — they destroy the invaders that the intelligence system finds.

**How Does the Immune System Work?** When the body senses foreign substances (called antigens), the immune system works to recognise the antigens and get rid of them. B lymphocytes are triggered to make **antibodies** (also called **immunoglobulins**). These proteins lock onto specific antigens. After they're made, antibodies usually stay in our bodies in case we have to fight the same germ again. That's why someone who gets sick with a disease, like chickenpox, usually won't get sick from it again.

This is also how immunisations (vaccines) prevent some diseases. An immunisation introduces the body to an antigen in a way that doesn't make someone sick. But it does let the body make antibodies that will protect the person from future attack by the germ.

Although antibodies can recognize an antigen and lock onto it, they can't destroy it without help. That's the job of the T cells. They destroy antigens tagged by antibodies or cells that are infected or somehow changed. (Some T cells are actually called



"killer cells.") T cells also help signal other cells (like phagocytes) to do their jobs.

Antibodies also can: **Neutralise toxins** (poisonous or damaging substances) produced by different organisms. **Activate a group of proteins** called complement that are part of the immune system. Complement helps kill bacteria, viruses, or infected cells.

These specialised cells and parts of the immune system offer the body protection against disease. This protection is called immunity. Humans have three types of immunity — **innate, adaptive, and passive**:

**Innate immunity:** Everyone is born with innate (or natural) immunity, a type of general protection. For example, the skin acts as a barrier to block germs from entering the body. And the immune system recognizes when certain invaders are foreign and could be dangerous.

**Adaptive immunity:** Adaptive (or active) immunity develops throughout our lives. We develop adaptive immunity when we're exposed to diseases or when we're immunised against them with vaccines.

**Passive immunity:** Passive immunity is "borrowed" from another source and it lasts for a short time. For example, antibodies in a mother's breast milk give a baby temporary immunity to diseases the mother has been exposed to.

**For more information on immune health see:**

<https://drwillcole.com/functional-medicine/8-ways-to-naturally-boost-your-childs-immune-system>

<https://www.superhealthykids.com/recipes/top-10-immune-system-boosting-foods-kids-ideas-recipes/>

Hirsch, Larissa (2019). Kidshealth.com, Immune System, retrieved from <https://kidshealth.org/en/parents/immune.html>



**THE SEA | Did you know September 12 – 18 is 'Sea Week'? It is Australia's major national public awareness campaign to focus community awareness, provide information and encourage an appreciation of the sea. Here are a few activities you can do with your children to build their appreciation of the sea!**

**Do you live near the ocean?** Visiting the sea provides endless opportunities for discovery. Next time you are at the beach take time to actually talk about: What lives in the ocean, what the animals in the ocean eat, whether the water is salty (taste it). Look in rock pools and talk about what you can see and what might live there.

Look closely at shells, who and what might use shells? Take a bag and collect rubbish safely. When you find old fishing line or plastic, explain to your children what these items can do to sea life.

**Even if you don't live near the ocean** you can still talk about all these points. You may have another waterway near you, you can visit. Or use YouTube to help children visualise the topics you're talking about.

**There are some brilliant activities you can try [here](#)**



We would love Children & Families to contribute to the upcoming Vacation Care Program with fun stimulating and educational ideas. The program will be emailed to Families and will be available on the Aussie Kids Fun & Fitness Website in the next a couple of weeks. As apart of inclusive practises children will be asked to share their thoughts and ideas on themed days and activities to Program. Due to the current Covid-19 Pandemic all Excursions and Inclusions are cancelled to further notice, as Children Health and Safety is number one the priority.

### Useful Websites for Parent Information

<https://www.startingblocks.gov.au/>

<https://raisingchildren.net.au/>

<https://kidshealth.org/en/parents/eating-tips.html>



Get Up & Move Dice Game

Make two giant dice out of boxes. On one, write action words like "jump, climb, run." On the other, write direction words like "in a circle, like a monkey, forward." Throw the dice and do what they instruct. ("Jump like a monkey.") This will get you moving too!

### Feature Article



**Please Sanitise your hands prior to signing your child in or out of Care and place the used pen in the container provided.**

**Thank you**

### COVID - 19

Families were emailed information on the current precautionary measures implemented for the Health and Safety of all persons entering and/or utilising the service.

The following guidelines have been set in place:

### Screen time for School Children Part of a Balanced and Healthy Lifestyle

Screen time can be **part of a healthy lifestyle for children when it's balanced** with other activities that are good for your child's development, like physical play, reading and socialising. Getting the right balance also includes making sure screen time doesn't interfere with sleep. Our tips can help you encourage your child to use screens in a balanced and healthy way.

**1. Make rules about screen use** You can help your child find the balance between screen use and other activities by working with your child on some **family rules** - <https://raisingchildren.net.au/school-age/behaviour/rules-consequences/family-rules> or a **family media plan** - <https://www.healthychildren.org/English/media/Pages/default.aspx>

#### Your family's rules might cover:

**Where** your child can use screens – for example, only in family rooms or not in the car **when** your child can use screens – for example, mealtimes are free of TV, computers and phones, or no screen time before school or until chores are finished, **how** your child can use screens – for example, for making animations or checking a netball shooting technique, but not for playing Candy Crush, **how** you handle screen time for children of different ages – for example, there might be some games that your older child can play only when her younger sibling is out or has gone to bed. It's OK if your rules include time limits to help your child balance screen time with other things like physical activity

#### 2. Aim for short screen time sessions

Getting up and moving around is important for your child's energy levels, development, sleep, and overall health and wellbeing. If your child is having screen time, it's a good idea to encourage him to take a break every 30 minutes and use screens in short bursts. You can do this by encouraging your child to: use a timer to set breaks, do something active when the timer ends, like play outside, make use of natural breaks in screen time.

#### 3. Get your child moving, especially outside

It's a good idea to encourage your child to play outside several times a day. Outdoor - doesn't have to be a big deal. For example, at this age, children enjoy: building and creating with equipment, furniture or other things they find outside playing tiggy, chasey or tag, climbing trees, dancing, doing star jumps, sporting activities. <https://raisingchildren.net.au/school-age/play-media-technology/outdoor-play/outdoor-play>

#### 4. Imagine and create

Creative play like telling stories, playing word games, dressing up or drawing is good for your child's creative development. It helps him learn how to experiment, think, learn and solve problems.

For more information follow the link to the website:

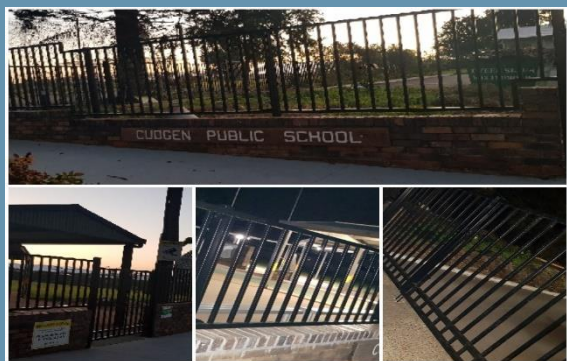
<https://raisingchildren.net.au/school-age/play-media-technology>

As a precautionary measure, we ask that all Parents and visitors do not enter the service hall. Please use the alcohol-based sanitiser located at the front entry upon arrival. We suggest that you bring your own pen or if you use the Services pen please place it in the 'Used Pen Container' for disinfecting.

If activities are not in the direct hall area then families can call the Service phone and your child/ren will be brought to you or alternately you are welcome to pick up from the outdoor area while maintaining a 1.5 m social distancing from all Adults.

Please do not engage in lengthy conversations with other families at the Service or engage in activities with your child or any other children upon pick up. Our policy states that families must pick up and leave after having a brief conversation with the Educator about your child's day. Families are welcome to call or email the Director if you would like to talk about your child's health and wellbeing, any concerns, sharing information, feedback or suggestions.



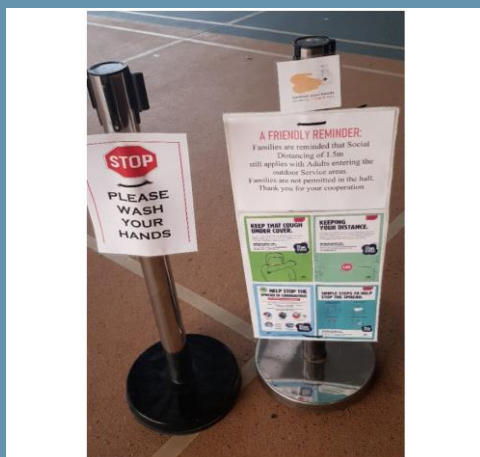


## SAFETY & SECURITY SCHOOL BOUNDARY UPGRADE

A new security fence and signage have been erected around the boundary of the school and surveillance cameras ensure the safety of all Children and Staff. A number of parents have commented on the improvements to the front entrance of the school.

The fencing has deterred our little furry friends from entering the school and any unwanted visitors.

The security gate to the car park will be closed yet families picking up from After School Care are welcome to open it and drive in. Please note that the gate will need to be closed after each use. Alternately the front entrance gate will be unlocked if you wish to enter through this entrance.



### NEW SIGNS:

#### Health and Hygiene

A number of New Signs have been erected around the Service to remind Children, Families and Staff of their obligations.

We would appreciate any suggestions and feedback on the current strategies put in place to ensure that the service has implemented the best Health and Hygiene Practices for the Safety & Wellbeing of all.

## Kids and Food: 10 Tips for Parents

**Parents control the supply lines:** You decide which foods to buy and when to serve them. Though kids will pester their parents for less nutritious foods, adults should be in charge when deciding which foods are regularly stocked in the house. Kids won't go hungry.

They'll eat what's available in the cupboard and fridge at home. If their favourite snack isn't all that nutritious, you can still buy it once in a while so they don't feel deprived.

**From the foods you offer, kids get to choose what they will eat or whether to eat at all:** Kids need to have some say in the matter.

Schedule regular meal and snack times. From the selections you offer, let them choose what to eat and how much of it they want. This may seem like a little too much freedom. But if you follow step 1, your kids will be choosing only from the foods you buy and serve.

**Quit the "clean-plate club":** Let kids stop eating when they feel they've had enough. Lots of parents grew up under the clean-plate rule, but that approach doesn't help kids listen to their own bodies when they feel full. When kids notice and respond to feelings of fullness, they're less likely to overeat.

**Start them young.** Food preferences are developed early in life, so offer variety. Likes and dislikes begin forming even when kids are babies. You may need to serve a new food a few different times for a child to accept it. Don't force a child to eat, but offer a few bites. With older kids, ask them to try one bite.

**Rewrite the kids' menu:** Who says kids only want to eat hot dogs, pizza, burgers, and macaroni and cheese? When eating out, let your kids try new foods and they might surprise you with their willingness to experiment. You can start by letting them try a little of whatever you ordered or ordering an appetizer for them to try.

**Drink calories count:** Soda and other sweetened drinks add extra calories and get in the way of good nutrition. Water and milk are the best drinks for kids. Juice is fine when it's 100%,

**Put sweets in their place:** Occasional sweets are fine, but don't turn dessert into the main reason for eating dinner. When dessert is the prize for eating dinner, kids naturally place more value on the cupcake than the broccoli. Try to stay neutral about foods.

**Food is not love:** Find better ways to say "I love you." When foods are used to reward kids and show affection, they may start using food to cope with stress or other emotions. Offer hugs, praise, and attention instead of food treats.

**Kids do as you do:** Be a role model and eat healthy yourself. When trying to teach good eating habits, try to set the best example possible. Choose nutritious snacks, eat at the table, and don't skip meals. For more information visit

<https://kidshealth.org/en/parents/eating-tips.html>