

THE WAY I SEE IT, IF YOU WANT THE RAINBOW
YOU HAVE TO PUT UP WITH THE RAIN – DOLLY PARTON

Aussie Kids Fun & Fitness

JUNE
2020



ON *this* MONTH

Aussie Kids Fun & Fitness

AROUND THE COUNTRY

Mabo Day	3
World Environment Day	5
World Oceans Day	8
Global Wind Day	15
National Refugee Week	14 – 20

Policy Updates:

A friendly reminder that Policies are available now only via email. If you would like to view the draft and provide feedback, please contact the service.

Our policy reviews for May 2020 include:

- Administration of First Aid Policy QA2
- Excursion Policy QA2
- Nutrition and Food Safety Policy QA2
- Behaviour Guidance Policy QA5
- Interaction with Children, Family and Staff Policy QA5
- In-Service and Staff Development Policy QA7

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.

This Month's Question:

Do you feel that Aussie Kids Fun & Fitness has provided families with ongoing and up-to-date information on Free Childcare and Information on the Current Pandemic?

FREE CHILDCARE:

WHO IS ELIGIBLE FOR FREE CHILDCARE?

Parents who are currently sending their kids to childcare will be able to do so for free and don't have to lift a finger. Those who will get first priority are essential workers and parents of vulnerable children. Childcare centres that receive the payments from the Government must try to re-enrol children who have recently been taken out of childcare.

If our service has spaces open, parents who hadn't previously had their kids in childcare can enrol them for free. Contact the Service for more details



WORLD ENVIRONMENT DAY – JUNE 5

World Environment Day encourages worldwide awareness and action for the protection of our environment. Since it began in 1974, it has grown to become a global platform for public outreach that is widely celebrated in over 100 countries. The theme for 2020 is “Time for Nature” — The foods we eat, the air we breathe, the water

we drink and the climate that makes our planet habitable all come from nature. It’s time to raise our voices to tell the world that we need action now. This World Environment Day, it’s Time for Nature. Learn, Share, Act. **Find our more here.**

WORLD OCEANS DAY – JUNE 8

On World Oceans Day, people around our blue planet celebrate and honour our ocean, which connects us all. You can help protect the ocean for generations to come by signing the protect ‘30% petition’ and participating in a World Oceans Day event or activity. This year there are a range of online events you can participate in and support World Oceans Day 2020.

Find out more here

RASPBERRY AND BANANA BREAKFAST MUFFINS



PREP 10 min | COOK 15 min | SERVES 12

INGREDIENTS

2 flax eggs* (or 2 regular eggs)
 1 banana, *mashed*
 1/2 cup coconut (or brown) sugar
 1 cup coconut yoghurt (or natural or Greek yoghurt)
 1/2 cup olive oil
 1/4 cup almond milk (or milk of your choice)
 1 teaspoon vanilla bean paste (or extract)
 1 cup almond meal (or 1 cup of wholemeal flour)
 1 cup buckwheat flour (or 1 cup of wholemeal flour)
 2 teaspoons baking powder
 1 teaspoon cinnamon, *ground*
 1 cup fresh (or frozen) raspberries

ICING

3/4 cup rolled (traditional) oats
 1 tablespoon coconut (or brown) sugar
 1/4 teaspoon cinnamon, *ground*
 2 tablespoons coconut oil, *melted*
 pinch of salt

METHOD:

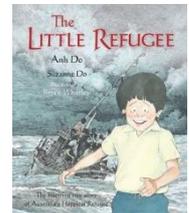
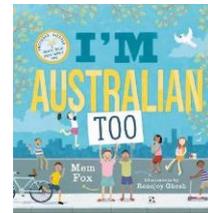
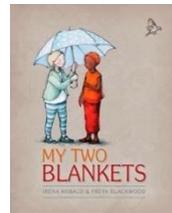
Preheat oven to 160 degrees Celsius and line a 12-hole muffin tin with papers. Set aside. **Place** the flax eggs, mashed banana, coconut sugar, coconut yoghurt, olive oil, almond milk and vanilla into a large bowl and whisk to combine. **Add** the almond meal, buckwheat flour, baking powder and cinnamon and gently stir to combine. Do not over mix. **Gently** fold through the raspberries. **Evenly** divide the mixture between the prepared tray. Set aside.

To make the crumble topping: Place the oats, coconut sugar, cinnamon, coconut oil and salt into a small bowl. Mix to combine. **Top** each muffin with a sprinkle of crumble. **Bake** for 12-15 minutes or until golden and bounce back to the touch. Allow to cool for five minutes before placing on a wire rack to cool completely. Enjoy x

Recipe and Image from ‘mylovelylittlelunchbox.com’

Book reviews

Enjoy these books with your children and celebrate ‘National Refugee Week’ - June 14 – 20.



MY TWO BLANKETS

Irena Kobald, Freya Blackwood

Cartwheel has arrived in a new country, and feels the loss of all she’s ever known. She creates a safe place for herself under an ‘old blanket’ made out of memories and thoughts of home.

As time goes on, Cartwheel begins to weave a new blanket, one of friendship and a renewed sense of belonging. It is different from the old blanket, but it is eventually just as warm and familiar. This beautiful tale about friendship and culture, paired with award-winning Freya Blackwood’s stunning illustrations makes for the most exquisite book.

I’M AUSTRALIAN TOO

Mem Fox, Ronojoy Ghosh

I’m Australian! How about you? Many people from many places have come across the seas to make Australia their home.

How Australian is that? From countries near and far, many have made their home in Australia, sharing it with the original inhabitants, and living in peace beneath the Southern Star. Mem Fox celebrates Australia’s incredible multicultural heritage in this beautiful book illustrated by Ronojoy Ghosh.

THE LITTLE REFUGEE

Anh Do, Suzanne Do, Bruce Whatley

Giant waves crashed down on our little boat. I was terrified but my mum hugged me tight and told me, ‘Everything will be okay. Don’t worry, it will be okay.’ Anh Do nearly didn’t make it to Australia. His entire family came close to losing their lives as they escaped from war-torn Vietnam in an overcrowded boat. The Little Refugee tells the uplifting and inspiring story of the incredible childhood of one of Australia’s favourite personalities.

FOCUS: The coronavirus pandemic is a powerful opportunity for change

The challenges we are all facing as a result of the coronavirus pandemic have the potential to cause serious and sometimes long-lasting problems for individuals and societies, writes Professor David Forbes

But can they also spur us to reconsider who we are, what we value and how we live our lives? The coronavirus context has challenged many of the assumptions on which our day-to-day lives are based – the way in which we engage with others, our capacity to travel where and when we want to, and how we go about our schooling and work. Indeed, for many, it has brought the loss of work.

All this has been intermingled with uncertainties around the threat of coronavirus infection. It is an unseen or invisible threat, potentially carried by the people around us who usually represent safety and support during stressful events and disasters.

In some ways, this extended period of threat from the coronavirus has similarities to traumatic events and natural disasters, like Australia's recent bushfires and drought. All of these events challenge our perceptions of the world in which we live as being predictable and controllable. Similarly, it isn't only the fears and exposure to the threat itself that pose a risk to our physical and mental health. The consequent flow-on effects of additional stressors may also take a toll. This impact of additional stressors is clear from international and Australian research following trauma and disaster, most particularly the *Beyond Bushfires* study examining the long-term impacts of the Black Saturday bushfires.

In the case of the coronavirus pandemic, these additional stressors include self-isolation and the significant impact on employment and financial stability.

In Australia, we appear to be making terrific headway in terms of containing the spread of the virus. While there is definitely no room for complacency, we are seeing the benefit of the restrictions and social distancing implemented across the country.

But the stresses of isolation and employment instability carry their own risks for further difficulties. Self-isolation is associated with social disconnection, loneliness, depression, and the risk of increased alcohol and drug use. These psychosocial impacts can continue for many years. As observed through research studies across 63 countries following the Global Financial Crisis, the impacts of unemployment and financial stress include anxiety, depression and risks around suicidal behaviours. This combination of mental health vulnerability, alcohol and drug misuse, anger and financial stress also creates a heightened risk of family violence. These are all risks we need to be highly alert to and try to mitigate.

Indeed, we have seen considerable federal and state government initiatives, supported by the National Mental Health Commission, to recognise and target these issues. However, as research into the effects of trauma and disaster shows us, the coronavirus environment also offers the opportunity for development, change and transformation at individual, familial, community and societal levels.



What happens when we are forced to slow down and when our assumptions about how we live our lives across familial, social, occupational and material dimensions get challenged?

Over the past 20 years, there has been increasing interest in a concept called post-traumatic growth – how we find ways to discover ourselves anew following seismic moments.

Potentially, we develop a deeper understanding of ourselves, come to see the world around us differently and experience an enhanced awareness and appreciation of the people around us. We have more time to notice the moments of life, rather than seeing and experiencing life in a blur of weeks, months and years. Research shows that survivors of trauma and disaster often describe positive changes that sit alongside the pain and distress of the trauma – these are often referred to as post-traumatic growth or post-traumatic transformation.

Since the onset of the coronavirus pandemic, we have seen changes in our community reactions. We have moved from initial confusion to some degree of social fragmentation, demonstrated by the hoarding of toilet paper, averted gazes when passing people in the street and occasional overt acts of racism. Yet, as individuals and as a community, we have still recognised that, inherently, we are all connected.

We have seen people reach out to neighbours, safeguard their elders, identify and help those in need, support friends and work colleagues and, perhaps fundamentally, take the opportunity to deepen the quality of time with their families.

This time that we are all currently living in gives us a powerful opportunity. When our assumptions of how life unfolds are challenged, we are in a position to consider anew what we value, how we live and who we are.

Forbes, Professor David. (2020, May 13). Childmags. <https://www.childmags.com.au/the-coronavirus-pandemic-is-a-powerful-opportunity-for-change/>

JO WICKS PE CLASS

Exercise is an amazing tool to help us feel happier, more energised, and more optimistic. PE with Joe is available to watch back on his YouTube channel. The workouts are fun and suitable for all ages and even adults can get involved!

With team sports activities still cancelled this is a fun way to get kids active in the afternoons.

You can find the classes here www.youtube.com/thebodycoachtv



HEALTH & SAFETY: Is my child being too clingy and how can I help?

Many parents complain of difficulties in managing clingy children – whether it's a baby who cries every time the parent is out of sight, a toddler who clings to their parent's legs at social events, or a primary school kid who doesn't want their parents to go out for dinner without them.

"Clinginess" refers to a child who has a strong emotional or behavioural reaction to being separated from their parent. Children can show clingy behaviour at any stage up to late primary school. Infants may cry to let their parents know they don't like being separated. Toddlers or older children may cry, cling or even have a full-blown meltdown if their parent is leaving them. In most cases, these reactions are perfectly normal. Parents can help their children through periods of clinginess by acknowledging and accepting the feelings that come with this behaviour.

Why do children get clingy?

A child can show clinginess due to a fear of being away from their parents (separation anxiety) or because of stranger anxiety, where the fear is more about being around people the child doesn't know. Children also develop their own sense of self from an early age, as well as a *will* – the healthy desire to express themselves and impact their world. So, sometimes clingy behaviour isn't due to children being truly afraid at being left by a parent but is instead about expressing a strong desire for their parent to stay. And children are socially and biologically programmed to form strong attachments with their parents. Parents usually represent a safe, loving base from which children can explore the world and develop independence.

Clingy behaviour may intensify at certain times of development as children test out new-found independence, such as when they learn to walk, or during transitions such as starting preschool, kindergarten or primary school. Clingy behaviour becomes less common as children get older but can still be present for primary-school-aged children. A child's level of clinginess, and the way it is expressed, may be affected by:

Child temperament: some children are more socially shy or introverted; others are reactive and experience emotions intensely.

Major events or changes in the child's family, such as the birth of a new sibling, starting a new school or moving house – it's normal for children to become more clingy with their parents while they're getting used to change.

Other family factors such as parent separation or divorce, parent stress or mental-health problems. Children can be very sensitive to changes in their parents, so if a parent is going through a hard time, their child may become clingy or show other challenging behaviours.

How can you help your child? – Be a safe base. Many children are clingy in a new situation or with new people. This is developmentally appropriate and has an evolutionary advantage, because children are less likely to run off by themselves in potentially dangerous situations. But it's also important for children to learn to separate from their parents and gain confidence in their own abilities. Parents can help children get used to a new situation by supporting them through it. For example, if a child is starting at a new childcare centre, it may help for the parent to spend some time there with their child, so the child can become accustomed to the new environment with their trusted parent close by.

Acknowledge your child's feelings - When children are being clingy, they're communicating their feelings. Resisting the clinginess won't usually help, because children's feelings will not disappear if they're ignored or downplayed. Instead, research shows it's important to acknowledge, label and normalise children's feelings. Parents may be afraid talking about their child's feelings will make the situation worse, but this is rarely the case. Talking about feelings usually helps children let them go, by helping children to regulate their emotions. This will happen in the child's own time, which may mean accepting a tantrum at separation, or clingy behaviour at a social event, until the child adjusts.

Model calm confidence - Parents are important role models for children, which means they become their child's working example of how to react to particular situations. The way parents respond to their child's clingy behaviour can shape how children feel about a particular situation. For example, if a child is clingy when they start primary school and their parent reacts with a high level of concern and anxiety, the child may be unsure of whether the new environment is safe. But if the parent demonstrates calm confidence in their child, that he or she will cope with separation and/or the new situation, the child is more likely to feel comfortable too.

Discuss the plan in advance - Humans are afraid of the unknown, so talking to children about an upcoming change or feared situation will help them cope with it. For instance, before going to the doctor, it would help to talk about how you'll prepare (what to take, how you'll get there, where the doctor's office is), what might happen when you arrive. Even when talking about future events, it's important to acknowledge feelings and model calm confidence.

Follow the link for more of this article and useful links

Westrupp, Elizabeth. (2019, June 6). The Conversation *From* <https://theconversation.com/is-my-child-being-too-clingy-and-how-can-i-help-115372>

MAKE A GREEN FAMILY PLAN

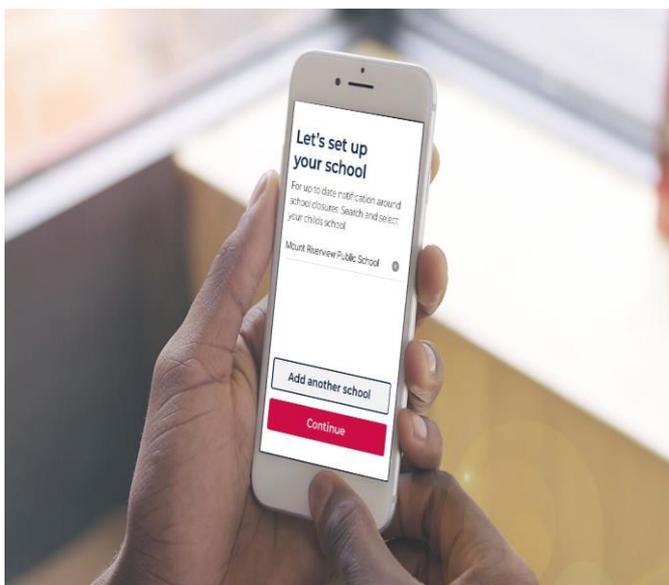
Start your planning by doing a mini-audit of your family's habits. Try answering questions like: **How often do people have baths when showers could do; do you throw clothes in the wash when they could be worn again; do you leave all your appliances plugged in; has your food been imported; do you use reusable shopping bags etc.**

Once you have an idea of what types of things you can change, make a list of changes your family plans to make and display it in a prominent place – make sure you get the kids involved in making a fun, visual chart that's engaging for all the family!



You can always check out our tips on **how to go green** for ideas.

NSW School Updates App



The app will complement the other means of communication available to parents and carers from schools and the Department of Education to ensure families receive timely, accurate information in a crisis.

<https://education.nsw.gov.au/parents-and-carers/nsw-school-updates-app>

Support my child's learning. Support what's taught at school and beyond and help prepare for tests and exams.

<https://education.nsw.gov.au/parents-and-carers/learning>

- Curated list of free and paid learning resources that may be helpful while your child is learning from home.
- Homework tips for overcoming barriers to study.
- Advice and resources for parents and carers to support student success when learning remotely.

Feature Article



National Reconciliation Week

Increase my child's wellbeing. Articles and advice to help manage common health and wellbeing issues that arise during a child's journey through school.

<https://education.nsw.gov.au/parents-and-carers/wellbeing>

- [Social challenges](#)
- [Make school easier](#)
- [Child development](#)
- [Bullying](#)
- [Starting or changing school](#)
- [Mental health](#)
- [Proactive parenting](#)
- [Health and safety](#)
- [Facilities, assets and equipment](#)
- [Teenagers](#)

For a child with disability and additional learning and support needs parents or carers should meet with their local school principal and the school learning and support team before school starts.

Every school has a learning and support team of education professionals. The team works collaboratively with students, parents and carers, and other agencies where appropriate to meet the learning and support needs of each student.

<https://education.nsw.gov.au/parents-and-carers/additional-learning-needs/additional-needs-at-school>

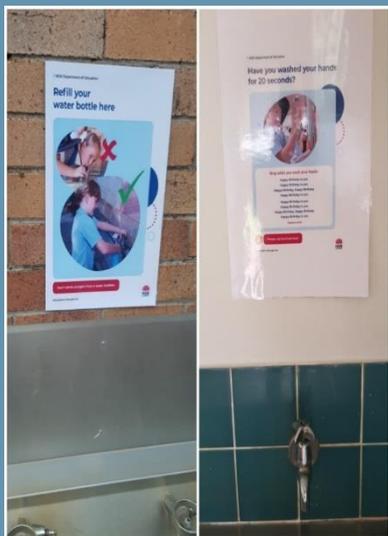
The impact of COVID-19 should assist Education Department staff in their reflections on the importance of National Reconciliation Week, which starts on May 27 until 3 June 2020

The theme for National Reconciliation Week 2020, 'In this together', reflects the current experience of the pandemic.

"The theme resonates as we face the extraordinary challenges of COVID-19 with a sense of solidarity and shared purpose," said NSW Department of Education Secretary Mark Scott.

"Working and walking together is the essence of National Reconciliation Week, as we take the opportunity to learn about our shared histories, cultures, and achievements, and explore how each of us can contribute to achieving reconciliation

Around here lately



HEALTH & HYGIENE PRACTICES

New Posters have been displayed within the Service area, above the Bubblers and Hand Washing Sinks reminding children to only use the bubblers to fill their drink bottles and educating Children on the correct hand washing procedures. Children are briefed on a daily basis reminding them of Safe Health and Hygiene Practises including,

- Reporting to the Educator if they are feeling unwell.
- Keeping that cough under cover always cough or sneeze into your arm or a tissue and place it in the bin, wash your hands for 20 seconds afterwards

Feedback
is always welcome



FOR A HEALTHY LUNCHBOX

PICK & MIX

SOMETHING FROM EACH GROUP

1-6!

FRUIT 1	VEGETABLES 2	MILK, YOGHURT AND CHEESE 3	MEAT OR MEAT ALTERNATIVE 4	GRAIN AND CEREAL FOOD 5	WATER 6
<p>FRESH FRUIT</p> <ul style="list-style-type: none"> • Apple • Banana • Mandarin • Orange quarters • Passionfruit halves (with spoon) • Watermelon, honeydew, rockmelon chunks • Pineapple chunks • Grapes • Plums • Nectarines, peaches, Apicots • Strawberries • Cherries • Kiwifruit halves (with spoon) • Pear <p>MIXED FRUIT</p> <ul style="list-style-type: none"> • Fruit salad • Fruit kebabs <p>DRIED FRUIT</p> <ul style="list-style-type: none"> • Dried fruit, nut, popcorn mixes* <p>TINNED FRUIT/SNACK PACKS/CUPS</p> <ul style="list-style-type: none"> • In natural juice (not syrup) 	<p>FRESH CRUNCHY VEGIES</p> <ul style="list-style-type: none"> • Corn cobs • Carrot sticks • Capsicum sticks • Green beans • Cucumber sticks • Celery sticks • Snow peas • Tomatoes (e.g. cherry and Roma tomatoes) • Mushroom pieces <p>Can serve with either:</p> <ul style="list-style-type: none"> • Hummus • Tomato salsa • Tzatziki • Beetroot dip • Natural yoghurt <p>SALADS</p> <ul style="list-style-type: none"> • Colelaw and potato salad (reduced fat dressing) • Mexican bean, tomato, lettuce and cheese salad • Pesto pasta salad* <p>BAKED ITEMS</p> <ul style="list-style-type: none"> • Gelled or roasted vegetables • Wholemeal vegetable muffins or scones • Vegetable sticks (with gelled zucchini and carrot) • Popcorn <p>SOUP (in small thermos)</p> <ul style="list-style-type: none"> • Pumpkin soup • Potato and leek soup • Chicken and corn soup 	<ul style="list-style-type: none"> • Milk • Calcium-enriched soy and other plant-based milks • Yoghurt (frozen overnight) • Custard <p>Tip:</p> <ul style="list-style-type: none"> • Freeze the night before to keep cool during the day <ul style="list-style-type: none"> • Cheese cubes, sticks or slices • Cottage or ricotta cheese • Cream cheese • Tzatziki dip <p>Can serve with either:</p> <ul style="list-style-type: none"> • Fruit • Wholegrain cereal, low in sugar • Vegetable sticks • Rice and corn cakes • Wholegrain wheat crackers 	<ul style="list-style-type: none"> • Tinned tuna or salmon in springwater • Lean roast or grilled meats (e.g. beef, chicken, kangaroo) • Falafel balls • Lean meat or chicken patties • Tinned tuna or salmon patties • Lentil patties • Lean deli meats (e.g. ham, venison, chicken) • Baked eggs • Baked beans (canned) • Tofu cubes • Hummus dip • Lean meat or chicken kebab sticks • Peanut butter* <p>Can serve with:</p> <ul style="list-style-type: none"> • Wholegrain sandwich roll, pita or wrap bread with salad • Rice and corn cakes • Wholegrain wheat crackers • Side salad • Vegetable frittata • Skinless chicken drumsticks • Savoury muffins or scones (e.g. lean ham, cheese and shakots) • Homemade pizzas with lean roast or deli meats and vegetables <p>Can serve with:</p> <ul style="list-style-type: none"> • Side salad • Steamed or roasted vegetables 	<p>MAINS</p> <ul style="list-style-type: none"> • Wraps • Sandwiches • Rolls • Toasted sandwiches <p>Tip: Use breads such as wholemeal, multigrain, rye, sourdough, pita, flat, corn, mountain, lavash, white fibre-enriched, soy and linseed, hots, naan, bogalé, focaccia, fruit bread and English muffins.</p> <ul style="list-style-type: none"> • Pasta dishes • Rice/quinoa/couscous dishes • Noodle dishes • Sushi <p>SAVORY BAKED ITEMS</p> <ul style="list-style-type: none"> - Homemade pizzas - Wholemeal savoury muffins or scones (e.g. ham, cheese and corn muffins) - Vegetable based muffins - Pasta or noodle bake <p>SWET BAKED ITEMS</p> <ul style="list-style-type: none"> • Fruit loaf • Wholemeal fruit based muffins <p>SNACKS</p> <ul style="list-style-type: none"> • High fibre, low sugar cereal (e.g. muesli) • English muffins • Crackers • Crispbreads • Rice cakes • Corn thins • Wholemeal scones • Pilelets • Crumpets • Hot cross buns (no icing) 	<ul style="list-style-type: none"> • Take a water bottle (for refilling throughout the day) <p>Tip:</p> <ul style="list-style-type: none"> • Freeze overnight to keep foods cool in lunchboxes <p>Sweet and savoury snack foods (e.g. muesli/fruit/nut bars, biscuits, crisps, cakes, muffins, slices) should be limited in lunchboxes. They can lead to excess energy intake if consumed in large amounts.</p> <p>Sugar sweetened drinks and confectionery should not be provided in lunchboxes. They can lead to excess energy intake and tooth decay.</p>

For more information about healthy eating and for many tasty recipes, visit the the Healthy Eating Advisory Service: <http://heas.health.vic.gov.au/>

Visit this website for some Healthy Recipes and lunch box ideas. <http://heas.health.vic.gov.au/early-childhood-services/recipes>
A new Healthy Recipes Folder is available at the front sign in desk for families, with duplicate copies made for families to take home

If you have any lunchbox or recipe ideas please forward them to www.aussiekidsfunandfitness.com

Worker and children interactions

THE LATEST NEWS ON SOCIAL DISTANCING:

The [AHPPC has advised](https://www.safeworkaustralia.gov.au/) that in early education facilities, it is not appropriate or practical to provide children with 4 square metres of space or require them to distance themselves 1.5 metres from other children or from an adult who is providing care or interacting with them.

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

5 Minute MOVES

Clean up race

Short simple activities to get some active minutes in the day.

Spending more time at home sees the house getting messier quicker more often. Build a little bit of aerobic exercise into the clean-up process. Set a timer or put on a song to see who can right the room the fastest.

Add extra challenges to ensure things actually get put away properly! For example, is everything is simply stashed in the cupboard you have to do 15 jumping jacks and then put them away properly.

Aussie Kids Fun & Fitness

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