



**GROWING**



**ACTIVITY**



**FAMILIES**



**EATING**

**GROWING HEALTHY KIDS**

# Ring of Fun!

**INFANT**

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Developed by the Growing Healthy Kids  
program at Columbus Public Health.

For information about these materials, visit  
[www.columbus.gov/GHK](http://www.columbus.gov/GHK).



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# Ohio Early Learning & Development Standards in the Ring of Fun

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Healthy Children, Healthy Weights (HCHW) is constantly striving to update resources based on the needs of the child care providers we serve. In 2011, the state of Ohio adopted the *Early Learning and Development Standards in all Essential Domains of School Readiness, Birth to 5*. Because child care providers may be required to document use of the standards on a routine basis, HCHW wants to ensure that it is easy for teachers to identify standards met by using the Ring of Fun.

The standards will be located immediately after the title of an activity. Each page of the Ring of Fun will have the symbol of the domain in the upper right hand corner and will be coded to the corresponding strand and topic. The standards listed for each activity are not exhaustive; rather the selected standards are meant to serve as a quick reference for teachers. Teachers are encouraged to be creative in applying the activities to meet other standards not explicitly identified in the Ring of Fun.

Domains of the Early Learning & Development Standards:

-  **Social and Emotional Development:** pink heart
-  **Physical Well Being and Motor Development:** orange hand
-  **Approaches Toward Learning:** blue magnifying glass
-  **Language and Literacy Development:** purple speech bubble
-  **Cognition and General Knowledge:** yellow light bulb

To search for training on these standards, please visit [www.OCCRRA.org](http://www.OCCRRA.org).

# Ohio Early Learning and Development Standards

## Domain: Social and Emotional Development

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### Strand 1: Self

**Topic A:** Awareness and Expression of Emotion

**Topic B:** Self-Concept

**Topic C:** Self-Comforting

**Topic D:** Self-Regulation

**Topic E:** Sense of Competence

### Strand 2: Relationships

**Topic A:** Attachment

**Topic B:** Interactions with Adults

**Topic C:** Peer Interactions and Relationships

**Topic D:** Empathy

# Ohio Early Learning and Development Standards

## Domain: Physical Well-Being and Motor Development

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### Strand 1: Motor Development

**Topic A:** Large Muscle, Balance and Coordination

**Topic B:** Small Muscle: Touch Grasp, Reach, Manipulate

**Topic C:** Oral-Motor

**Topic D:** Sensory Motor

### Strand 2: Physical Well-Being

**Topic A:** Body Awareness

**Topic B:** Physical Activity

**Topic C:** Nutrition

**Topic D:** Self-Help

**Topic E:** Safety Practices

# Ohio Early Learning and Development Standards

## Domain: Approaches Toward Learning

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### Strand 1: Initiative

**Topic A:** Initiative and Curiosity

**Topic B:** Planning, Action and Reflection

### Strand 2: Engagement and Persistence

**Topic A:** Attention

**Topic B:** Persistence

### Strand 3: Creativity

**Topic A:** Innovation and Invention

**Topic B:** Expression of Ideas and Feelings Through the Arts

# Ohio Early Learning and Development Standards

## Domain: Language and Literacy Development

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### Strand 1: Listening and Speaking

**Topic A:** Receptive Language and Comprehension

**Topic B:** Expressive Language

**Topic C:** Social Communication

### Strand 2: Reading

**Topic A:** Early Reading

**Topic B:** Reading Comprehension

**Topic C:** Fluency

**Topic D:** Print Concepts

**Topic E:** Phonological Awareness

**Topic F:** Letter and Word Recognition

### Strand 3: Writing

**Topic A:** Early Writing

**Topic B:** Writing Process

**Topic C:** Writing Application and Composition

# Ohio Early Learning and Development Standards

## Domain: Cognition and General Knowledge

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### **Strand 1: Cognitive Skills**

**Topic A:** Memory

**Topic B:** Symbolic Thought

**Topic C:** Reasoning and Problem-Solving

### **Strand 2: Number Sense**

**Topic A:** Number Sense and Counting

### **Strand 3: Number Relationships and Operations**

**Topic A:** Number Relationships

### **Strand 4: Algebra**

**Topic A:** Group and Categorize

**Topic B:** Patterning

### **Strand 5: Measurement and Data**

**Topic A:** Describe and Compare Measureable Attributes

**Topic B:** Data Analysis

### **Strand 6: Geometry**

**Topic A:** Spatial Relationships

**Topic B:** Identify and Describe Shapes

**Topic C:** Analyze, Compare and Create Shapes

### **Strand 7: Self**

**Topic A:** Social Identity

### **Strand 8: History**

**Topic A:** Historical Thinking and Skills

**Topic B:** Heritage

### **Strand 9: Geography**

**Topic A:** Spatial Thinking and Skills

**Topic B:** Human Systems

### **Strand 10: Government**

**Topic A:** Civic Participation and Skills

**Topic B:** Rules and Laws

### **Strand 11: Economics**

**Topic A:** Scarcity

**Topic B:** Production and Consumption

### **Strand 12: Science Inquiry and Application**

**Topic A:** Inquiry

**Topic B:** Cause and Effect

### **Strand 13: Earth and Space Science**

**Topic A:** Explorations of the Natural World

### **Strand 14: Physical Science**

**Topic A:** Explorations of Energy

### **Strand 15: Life Science**

**Topic A:** Explorations of Living Things



# Crossing the Midline

1.A, 1.B, 1.D., 2.A, 2.B 

## **MATERIALS**

- One small ball
- One large ball

## **DIRECTIONS**

Crossing the midline is the ability to move one's hand or foot across their body towards the opposite side.

- Place the child in a seated position facing you.
- Gently roll a small ball to one side of the child.
- Encourage them to cross the midline reaching to that side to grab the ball.
- Repeat, rolling the ball to opposite sides.
- Switching to a big ball will encourage the child to grab on with two hands.

*Adapted from: How Wee Learn*

# Let It Pour

1.B, 2.B 

12.A 

## MATERIALS

- One sheet or table cloth
- Two cups

## DIRECTIONS

Build hand-eye coordination.

- Place a sheet or tablecloth on the floor.
- Seat the child on top with two large plastic cups.
  - One empty cup and one cup filled with water or sand.
- Demonstrate pouring water or sand from one cup to the other.
- Encourage the child to try it!
- Also try different shaped cups that hold the same amount, i.e., one 8-ounce tall cup and one 8-ounce short cup.

*Adapted from: Kids in Action*

# Kick, Kick, Kick

1.A, 2.B   
1.A   
1.A 

## MATERIALS

- One soft object

## DIRECTIONS

Help children learn to use their legs and feet.

- Lay child on their back.
- Place a small, soft object by the child's feet.
- Encourage the child to kick it.

## TIPS

- Try holding the object closer if the child does not kick it at first, let his/her feet feel it.
- Make sure the child kicks with both feet.
- Encourage and describe the activity, i.e., "You're kicking the pillow!"

*Adapted from: Mississippi State University Early Childhood Institute*

# Maze

1.A, 2.B 

1.A, 2.A 

1.A 

## MATERIALS

- Sheets or towels
- Tables and/or chairs

## DIRECTIONS

Create a simple L-shaped maze on the floor.

- Drape sheets or towels over chairs and tables to make walls.
- Place the child in a sitting or crawling position at one end of the maze.
- Peek around the corner and say “I see you! Can you come to me?”
- Continue encouraging the child to crawl toward you.



*Adapted from: Mississippi Early Learning Guidelines for Infants and Toddlers*

# Inch Worm

1.A, 2.B 

1.A, 2.B 

## MATERIALS

- Favorite toy

## DIRECTIONS

Help children learn to move.

- Place the child on their tummy on a smooth floor.
- Hold an interesting toy a few inches from the child's head.
- Call attention to the toy.
- Sitting behind the child, press your leg or hands against their feet.
- The child will push against you moving a few inches toward the toy.
- Move at a pace that is fun and safe for the child.
- Afterwards, allow the child to examine the toy as long as they enjoy playing with it.

*Adapted from: Mississippi State University Early Childhood Institute*

# Move Your Head

1.A, 1.D, 2.A, 2.B



1.A, 2.A



## MATERIALS

- Musical toy or rattle



## DIRECTIONS

- Lay the child on their back on a soft surface.
- Place a musical toy or rattle on either side of the child's head and shake or play it to make noise.
- The child should turn their head in the direction of the toy.

*Adapted from: SHAPE America's Head Start Body Start Program*



# Jump in Place

1.A, 2.B   
1.A 

## DIRECTIONS

Build leg strength for children that are not yet standing or walking.

- Hold the child securely under the arms.
- Bounce them gently in place.
- Describe and encourage the activity, “Jump, baby, jump!”



# Sit Up

1.A, 2.A, 2.B 

## DIRECTIONS

Develop strength in trunk and motor control.



- Place the child on their back on a soft floor.
- Sit at the child's feet so that you can easily reach them.
- Support the child's head and neck with one hand and their back and shoulders with the other hand.
- Gently pull the child forward into a seated position.



*Adapted from: Mississippi Early Learning Guidelines for Infants and Toddlers*



# Pull the String

1.A, 1.B, 2.B   
1.A, 1.B 

## MATERIALS

- Favorite toy
- One piece of string

## DIRECTIONS

- Place the child on their belly on a soft floor.
- Place toy on a string at midline between the child's hands.
- Encourage the child to reach, grasp and pull string to reach the toy.

*Adapted from: SHAPE America's Head Start Body Start Program*



# Can You Find Me?

2.B 

1.A, 1.D, 2.A, 2.B 

1.A, 2.A 



2.A 

## DIRECTIONS

- Lay the child on their back on the floor.
- Start with your face above the child, making playful eye contact and soft noises.
- Move your face from side to side so the child will follow you with their eyes.
- Move a little more so the child has to move their head to follow.
- Stand up and move a few steps away from the child.
  - Make fun noises to grab the child's attention.
  - Continue to move around, encouraging the child to look for you in different directions.
  - Move behind the child so they use their body to find you.
- Provide praise and encouragement throughout activity.

*Adapted from: SHAPE America's Head Start Body Start Program*

# Old MacDonald

1.A, 1.D, 2.A, 2.B   
1.A 




## DIRECTIONS

Sing “Old MacDonald Had a Farm” with a twist.

- Insert the child’s name in place of “Old MacDonald.”
- Insert “has a body,” instead of, “had a farm.”
  - “Baby Maria has a body, E-I-E-I-O. And on her body she has a foot, E-I-E-I -O. With a stomp-stomp here, and a stomp-stomp there. Here a stomp, there a stomp, everywhere a stomp-stomp. Baby Maria has a body, E-I-E-I-O.”
- Gently make a stomping motion with the child’s foot to follow along with the song.
- Get creative with bending legs, stretching arms and clapping hands.

*Adapted from: SHAPE America’s Head Start Body Start Program*

# Where Did it Go?

1.A, 1.D, 2.A, 2.B   
1.A, 1.B, 2.A   
1.A 

## MATERIALS

- One toy
- Three wash cloths

## DIRECTIONS

- Place child on their tummy on the floor.
- Place wash cloths on the floor just out of their reach.
- Show them a toy.
- Place the toy on top of one of the wash cloths.
- Encourage the child to move to reach the toy.
  - Repeat a few times until the child understands the game.
- Now shake the toy again and hide it under one of the wash cloths.
- Ask the child, “Where did it go?”
- Encourage the child to find it.
- Gently tap each wash cloth so the toy makes a noise.
- Act surprised and show excitement for finding the lost toy.

*Adapted from: SHAPE America's Head Start Body Start Program*

# Starting Solid Foods

2.C 

The AAP recommends breastfeeding as the sole source of nutrition for infants for about the first 6 months. When adding in solid foods, continue breastfeeding until 12 months. Follow these guidelines to introduce new food:

- Infants should be able to sit up and hold their head up.
- Infants should express interest in food and open their mouth when food comes their way. The child might be ready if they show interest in watching you eat and/or reach for your food.
- If an infant pushes food out of their mouth, they may not yet be able to move food through the mouth to the throat for swallowing. This is a normal step in development and takes some practice.
  - Try diluting the food first, then gradually thickening the texture.
  - You may also wait and retry solids in 1-2 weeks.

*Adapted from: American Academy of Pediatrics*

# Solid Foods to Try First

1.C, 2.C 

Single-grain baby cereal is a good choice for the first solid food.

- Cereals should be 6 grams of sugar or less per dry ounce.
- Choose cereal made for babies and iron-fortified.
- Baby cereals are available pre-mixed or dry.
- Follow package directions for preparation.
  - You can mix dry cereal with breast milk, formula or water.



*Adapted from: American Academy of Pediatrics*

# Introducing New Foods 1.C, 2.C

The child care provider should talk with the child's parents before introducing new foods. Try one new food at a time. Wait at least 2 to 3 days before starting another. With each new food introduced watch for any allergic reactions (diarrhea, rash, or vomiting). If any of these occur, stop using the new food and have the parent consult with the child's doctor.

Within a few months of starting solid foods, the child's diet should include a variety of foods such as:

- Breast milk and/or formula
- Meats
- Cereal
- Vegetables
- Fruits
- Eggs

*Adapted from: American Academy of Pediatrics*

# Moving on to Finger Foods

1.C, 2.C 

Once a child can sit up, you can give them finger foods to allow them to explore their independence as they learn to feed themselves. Avoid choking by adding soft, easy-to-swallow foods in bite-sized pieces such as:

- Small pieces of banana
- Thin crackers
- Scrambled eggs
- Well-cooked pasta
- Well-cooked chicken finely chopped
- Well-cooked and cut up yellow squash, peas and potatoes

NOTE: Do not give infants any food that requires chewing or can be a choking hazard, including hot dogs and meat sticks; nuts and seeds; chunks of meat or cheese; whole grapes; popcorn; chunks of peanut butter; raw vegetables; fruit chunks, such as apple chunks; and hard, gooey, or sticky candy.

*Adapted from: American Academy of Pediatrics*



# Exploring Snack Food Textures

1.C, 2.C   
1.A 

Try out the following foods to provide a variety of different textures:

- Blueberries
- Raspberries
- Puffed Cereal
- Granola
- Diced Hard Boiled Eggs
- Cooked Veggies (i.e. squash, pumpkin, etc)
- Soft Fruit (i.e. mango, banana, etc)

# Setting up a Lactation Room

2.C 

Breastfeeding mothers need a clean, private space to feed their children and express milk. The space should include:

1. Electrical outlet
2. Comfortable chair
3. Nearby access to running water

NOTE: The AAP recommends breastfeeding as the sole source of nutrition for infants for about 6 months. Breastfeeding may continue when adding solid foods to an infant's diet until at least 12 months and continue if mother and child desire.

*Adapted from: American Academy of Pediatrics*



# Sight Exploration

1.A, 1.B



1.A, 1.B



13.A





- Create activities that engage the child with their environment. Allow them to play in the garden, not just look at it.
- Sitting, standing and climbing areas in a garden include benches, logs, platforms and bridges. This offers older children areas to “pull up” and explore.

*Adapted from: Growing Minds Farm to School*



# Crawling/Walking Exploration

1.A, 2.A, 2.B   
1.A, 1.B 

- Consider a variety of places for young children to walk and move.
- Paths and defined areas may have different types of surfaces such as sand, flagstone, wood chips, etc, as well as a variety of inclines, steps, etc.

*Adapted from: Growing Minds Farm to School*



# Mud Pit

1.B, 1.D



1.A, 1.B, 3.A



1.C, 13.A



- Include a sand box and/or a designated “dirt digging spot” in a shaded area.
- Allow children to dig their hands into the soil and explore.

*Adapted from: Growing Minds Farm to School*



# Smell Exploration

1.D   
1.A 

Introduce young children to the garden through the sense of smell. Consider these sources:

- Various flowers
- Fresh grass clippings
- Mulch
- Soil
- Herbs: mint, basil, parsley, dill, etc.
- Fresh cut fruits and vegetables

*Adapted from: Growing Minds Farm to School*



# Crunch, Crunch!

1.D, 2.A, 2.B  
2.A



In the fall months encourage young children to explore the change of the season, including its sounds.

- Have children crawl, walk or run around outside, crunching as many leaves as they can.
- Encourage them to take notice of the sounds the leaves make below them.



# Taste Exploration

1.A 

Introduce fresh foods to children early to create long-lasting healthy habits.



- Select a variety of pureed fruits and vegetables.
  - Add a new fruit or vegetable every few days.
- Remember, it can take up to 15 times for a child to accept a new food.
  - If they don't like it at first, try again in a few days.

*Adapted from: Growing Minds Farm to School*





# Make Breakfast Count

2.B   
1.C, 2.C 

## WHOLE WHEAT SWEET POTATO AND APPLE PANCAKES (makes 10-15 small pancakes)

### INGREDIENTS

- 1 ½ cups whole-wheat flour
- 3 heaped tbsp rolled oats
- 2 ½ oz (about ⅔ cup) wheat germ
- 2 tsp baking powder
- ½ tsp nutmeg
- ½ tsp cinnamon
- 2 large eggs
- 2 cups whole milk
- 4 oz (½ cup) mashed, cooked sweet potato
- 1 apple (sweet), peeled cored and chopped into small bite sized pieces
- Cooking spray

### DIRECTIONS

1. Lightly steam or simmer chopped apples in water until tender.
2. Mix whole-wheat flour, oats, wheat germ, baking powder and spices together in a bowl.
3. Place the sweet potato in a separate bowl and slowly stir in the milk. Add the eggs and mix well.
4. Combine wet and dry ingredients and stir; add cooked apples.
5. Spray pan or griddle with cooking spray, spoon out mixture to create small pancakes.
6. Cook for a few minutes on each side until golden.
7. Cool, cut and serve as a finger food.

Invite families to share breakfast with their child.

*Adapted from: Homemade Baby Food Recipes*

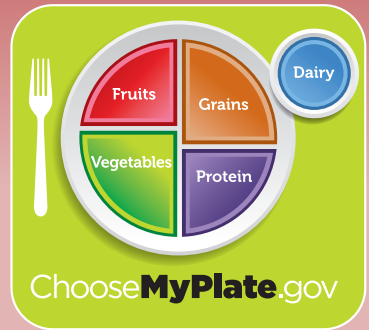
# Make Each Plate a Healthy Plate

2.B   
1.A   
1.A 

Begin building healthy habits during meal times. Start teaching children about MyPlate and food groups as infants.

- Use a MyPlate placemat at meal time so they become familiar with the symbol.
- Talk about the foods you are feeding them and what food groups they belong to.
- Use 'play food' of whole fruits and vegetables so babies can see what they look like.

Display MyPlate posters and send handouts home with families so they too can learn about the food groups.



# Cold Weather Fun

1.A, 1.B, 2.B  
1.A



Bundle up and take children outside.

- Play in the snow with sand toys, building blocks and brightly colored balls.
- Go for a walk and talk about the sights. Use a stroller or buggy for those who cannot walk yet.

Take pictures for a winter collage to display for families to see!



# Healthy Celebrations

1.C, 2.C   
1.A 



Create a sign up sheet for a “Small Bites” party. Ask families to bring in bite sized pieces of healthy foods for children to taste test.

- Cheerios
- Bananas
- Avocado
- Mango
- Peaches
- Pears
- Cooked sweet potatoes
- Cooked squash

*Adapted from: Ask Dr. Sears*



# Growing Great Tasters

1.C, 2.C   
12.A 

Encourage children to try at least one bite of new foods. Model the behavior by trying it with them. Write each new food they try on an “I Tried It!” chart to share with families.

Examples of new foods to try:

- Cooked zucchini
- Cooked squash
- Pureed pumpkin
- Avocado
- Mango
- Papaya
- Peaches
- Pears

*Adapted from: Children's Hunger Alliance*



# Build Children Up with Words

2.B, 2.C   
2.A   
3.B   
1.A, 1.C 

Ask families to share one thing their child is good at (dancing, jumping, drawing, etc.).

- Have the child perform their skill for a “talent show.”
- Introduce each act with “(Insert name)’s family says he/she is good at (insert activity)!”
- Cheer and clap loudly for each act!



# Reduce Screen Time

Inform families of the screen time guidelines from the American Academy of Pediatrics to develop healthy media habits:

- Avoid screen time use for children under 18 months, unless for video chatting.
- Choose high quality programming for children 18-24 months old and watch it with the child.



# Good Rest Is Best

## ABCs of Safe Sleep

Create a written safe sleep policy addressing safe sleep practices for infants. Display a poster to remind staff and families of these practices.

- **A**lone
- On their **B**acks
- In a safety-approved **C**rib





# An Hour a Day to Play



2.A

2.A

1.A

Tummy time prepares young children for the time when they will be able to slide on their bellies and crawl.

- Play and interact with the child while they are on their tummy 2 to 3 times each day.
- Increase the amount of tummy time as the child shows that they enjoy the activity.
- Make tummy time fun:
  - Get on the floor with the child, make faces, talk to them and hold colorful toys in front of them.
  - Encourage the child to look up by talking above their head.
  - Place the child in front of a mirror.
  - Use a rattle to gain their attention, getting them to move their head from side to side or up and down.
- Take photos of tummy time and make a collage for families to see.

# Water First for Thirst

1.B, 1.D



1.A, 3.A



12.A, 12.B



Encourage young children to explore and enjoy water through fun activities.

- Under close supervision, provide a small bowl of water for the child to play in.
- Provide them with sponges and cups.
- Allow children to play in the water, squeezing the sponges or filling and pouring water from a cup.

Share fun water activities for families to try at home.

- Show children how to splash in the tub.
- Sign them up for a swim class.
- Add bath toys to tub time or a kiddie pool.

# Take Time for Meals

1.D, 2.C

1.A

1.A



Under close supervision, provide children with whole fruits and vegetables to handle and explore. Include items with interesting textures:

- Corn on the cob
- Unpeeled kiwi
- Star fruit
- Asparagus
- Brussels sprouts
- Pineapple

Talk about colors, shapes, and textures. Incorporate the foods into a meal or snack. Create a small chef hat out of paper and take a picture of each child as they explore to share with families.



# Make Snacks Count

1.B, 1.D, 2.C 

1.A 

12.A 

## Fishing for Colors

- Stir small pieces of colorful soft fruits and vegetables into a small bowl of cottage cheese. Consider the following examples:
  - Peaches
  - Pears
  - Peas
  - Cooked carrots
- Challenge children to “fish” them out with their fingers (or spoon) and enjoy!
- Take pictures of the messy fun and create a collage to display!

*Adapted from: Momtastic Wholesome Baby Food*

# Welcome Breastfeeding

2.C 

## **Be Breast Milk and Breastfeeding Friendly.**

Communicate to families and staff that breastfeeding is welcomed at your program. Consider the following:

- Display posters or window clings to promote breastfeeding.
- Advertise a private space for mothers to breastfeed (not located in a bathroom).
- Educate families and staff on the benefits of breastfeeding with handouts.
- Support staff or colleagues who choose to breastfeed or pump.
- Follow licensing requirements and your program's procedures for handling and storing breast milk.



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Developed by Healthy Children, Healthy Weights  
at Columbus Public Health.

For information about these materials, visit  
[www.publichealth.columbus.gov/HCHW](http://www.publichealth.columbus.gov/HCHW).