



**GROWING**



**ACTIVITY**



**FAMILIES**



**EATING**

**GROWING HEALTHY KIDS**

# Ring of Fun!

**PRESCHOOL**

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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



# Airplanes

1.A, 2.A, 2.B 

2.A, 3.A 

1.A 

1.B, 2.A, 6.A 

## DIRECTIONS

- On cue with music, have children pretend to fly like airplanes and make airplane noises.
- Have children stop when music stops and “land” their airplane.
- When the music begins again, children must start their “engines” by jumping 3 times.
- Have children fly in different directions, levels, pathways and formations.

*Adapted from: Nutrition Policy Institute of University of California*



# Freeze Dance

1.A, 2.A, 2.B

2.A

1.A







## DIRECTIONS

- Start by playing music and letting the children dance around.
- Stop the music and yell 'freeze'. Have children stop in the position they were in and hold it.
- Start the music again and repeat.

*Adapted from: Complete Handbook of Indoor and Outdoor Games and Activities for Young Children by Jean R. Feldman*



# Bean Bag Toss

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

## MATERIALS




- Bean bags (or alternative)

## DIRECTIONS

- After pairing children up, give each pair of children a bean bag and have them stand 2 steps apart facing each other.
- Have one child throw the bean bag and the other catch it. If they are successful, they each take one step back.
- Have the children repeat until they drop the bean bag. When the bean bag drops, have the children start over standing close together in their original positions.
- Have children tell themselves and their partner that they are doing a good job.

*No beanbags? Use scrap paper rolled into a ball, tied up socks or small stuffed animals like beanie babies!*

# Having a Ball

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

## MATERIALS

- Balls of different sizes and textures

## DIRECTIONS

- Have children throw and catch balls with a partner or in the air.
  - Have them try to clap once while the ball is in the air and then catch.
- Throw or kick balls at a target or in a basket.
- Roll the balls on the ground to a partner or target.
  - Consider setting up a mini bowling game using empty water bottles.
- Pass balls over handed, under handed, right handed, left handed and in between their legs.

*Adapted from: Complete Handbook of Indoor and Outdoor Games and Activities for Young Children by Jean R. Feldman*

# Animals

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



## MATERIALS

- Optional limbo stick (or alternative)

## DIRECTIONS

Have children walk around in a circle acting like different animals such as a...




- Horse
- Dog
- Cat
- Lion
- Seal
- Fish
- Butterfly
- Bird
- Monkey
- Duck
- Elephant
- Frog
- Bear
- Crab

Try having children act like animals while going under a limbo stick. A broomstick or foam pool noodle work great too!

*Adapted from: Fitness Preschool Rock Flexibility Activities*



# Hoppy the Frog Game

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

## DIRECTIONS

Choose one of the following Hoppy moves for the children to act out

- Hoppy Slow – move slowly
- Hoppy Rush – move quickly
- Hoppy Jelly – shake your whole body
- Hoppy Backwards – walk backwards
- Hoppy Jumpy – jump up and down
- Hoppy Small – crouch down and walk
- Hoppy Strong – flex your muscles
- Hoppy Tall – walk on your tippy toes and reach arms up

Think of your own Hoppy the Frog ideas!

*Adapted from: Teaching Ideas UK*

# Jumping Jack Flash

1.A, 2.A, 2.B

2.A, 2.B

3.A

2.A



## DIRECTIONS

Have children participate in a daily exercise routine of jumping jacks.

- Start with 5 jumping jacks.
  - Have children use counting skills by counting their jumping jacks aloud.
- Create a classroom chart and have children track their progress by writing the number of jumping jacks they do each day.
- Each week add 5 more jumping jacks. See how many jumping jacks the children do each month!

*Adapted from: Fitness Activities for Kids, How Stuff Works*



# Water Relay

2.C



1.A, 1.B, 2.B



2.A



## MATERIALS

- 4 buckets
- 2 sponges
- Water

## DIRECTIONS

- Move outside in an open space and split children into two teams.
- Each team gets two buckets and one sponge.
- Place the two buckets a few feet apart. Fill one bucket with water and leave the other empty.
- One-by-one, have the children use the sponge to soak up water from the first bucket, then run to the second bucket and squeeze the water out.
- Have each child take turns until all the water is transferred over.
- First team to complete the relay wins.

*Adapted from: Bright Hub Education*



# Obstacle Course

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

## MATERIALS



- Paper
- Masking tape
- Yarn

## DIRECTIONS

Have children walk, jump and crawl over and under things in an obstacle course through the room.

- Crawl under desks or chairs.
- Use pieces of paper as stepping stones.
- Make a tight rope out of masking tape.
- Put an object on the ground that they have to jump over.
- Put two chairs closely together that they have squeeze through.
- Use yarn to tie around objects in the room for the children to climb over and under.

# Snow March

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

## DIRECTIONS

- Lead children in a march through the new snow, keeping a single file line.
- Have children step only in the footprints of the person in front of them.

*Adapted from: Teaching Ideas UK*



# Snowy Scavenger Hunt

2.C



1.A, 1.B, 2.B



1.A, 1.C



## MATERIALS

- Paper




## DIRECTIONS

- Create a worksheet with images of items you may find outside in the winter. Items may include pine cones, birds, snow, leaves, animal tracks, trees, rocks, etc.
- Provide a worksheet to each child.
- Partner children up into teams and take them outside. Ask them to look for the items listed on the worksheet.



*Adapted from: [www.kidactivities.net/category/Games-Winter-Outside.aspx](http://www.kidactivities.net/category/Games-Winter-Outside.aspx)*

# Simon Says

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

## DIRECTIONS

- Call out directions to perform a specific movement: touch your nose, toes, shoulders or ears, stretch to the sky, run in place, jump 5 times, skip, act like an animal, etc.
  - The children should only follow your direction if it starts with “Simon says”.
  - If a child moves but the caller did not say “Simon says”, ask the child to complete a physical activity challenge such as 5 jumping jacks, large arm circles, or bunny hops. The child then rejoins the game.
- Play a practice round so the children understand the rules and are maintaining safe distances from each other.

# Fruit Basket

1.A, 2.B



2.A



1.A



## DIRECTIONS

- Create 4 groups and assign each group a corner of the room.
- Give each group a fruit name like apples, oranges, bananas or peaches.
- Call two of the fruit names and have those groups run and change places.
  - The groups maintain the same name throughout the game.
- If you call fruit basket all of the children run and sit in the center of the room.

*Adapted from: Teaching Ideas UK*



# As If

1.A, 2.B 

3.A 

1.A, 1.B 

1.B 

## DIRECTIONS

Read the following sentences and have children act them out:

- Run in place **as if** a big scary bear is chasing you.
- Walk forward **as if** you're walking through sticky mud.
- Jump in place **as if** you are popcorn popping.
- Reach up **as if** you are grabbing balloons out of the air.
- March in place and play the drums **as if** you are in a marching band.
- Paint **as if** the paint brush is attached to your head.
- Swim **as if** you are in a giant pool of slime.
- Move your feet on the floor **as if** you are ice skating.
- Shake your body **as if** you are a wet dog.

Have children create new sentences for additional activities.

# Hummus

2.C 

## INGREDIENTS

- 1 can (15 oz) chickpeas or garbanzo beans
- 1/2 teaspoon ground cumin
- 2 tablespoons lemon juice
- 3 teaspoons granulated garlic
- Sliced vegetables and whole wheat pita bread

## DIRECTIONS

1. Combine chickpeas, cumin, lemon juice, garlic and 3 tablespoons of liquid from bean can in blender.
2. Blend until smooth.
3. Serve with sliced vegetables and whole wheat pita bread for dipping.
4. Hummus can be refrigerated up to 3 days.

*Please wash hands and handle food properly.*

# Apple Raisin Ladybugs

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

## INGREDIENTS

- 1/2 red apple
- Peanut butter
- Raisins
- Grape halves

## DIRECTIONS

1. Place the apple half on plate with red side facing up.
2. Have children put spots on the lady bug by dipping raisins in peanut butter and sticking them on the red side of the apple.
3. Use grape halves for a head and feet.

*Please be aware of choking hazards for children under 4.*

*Please wash hands and handle food properly.*

*Adapted from: The Ohio State University Extension*



# Fruit Smoothies

1.C, 2.E 

## INGREDIENTS

- 2 cups low-fat or fat free yogurt
- 2 cups fresh or frozen fruit

## DIRECTIONS

1. Combine 2 cups yogurt and 2 cups fruit in a blender.
2. Blend until smooth.

*Recipe makes four 1 cup servings.*

*Please wash hands and handle food properly.*



# Power Barbells

1.B, 2.C, 2.D

3.A



## INGREDIENTS

- Cheese block or cubes
- Pretzel sticks

## DIRECTIONS

1. Cut cheese into bite sized pieces.
2. Have children connect pieces of cheese on ends of the pretzels making power barbells.

*Please wash hands and handle food properly.*

*Adapted from: The Ohio State University Extension*



# Scoopy the Salad

1.B, 2.C, 2.D

3.A



## INGREDIENTS

- Lettuce leaves
- 1/2 cup of cottage cheese
- Diced vegetables:
  - Cherry tomatoes
  - Peas
  - Green or red bell pepper slices
  - Broccoli
  - Beans
  - Olives

## DIRECTIONS

1. Place a lettuce leaf on a plate.
2. Scoop cottage cheese onto lettuce.
3. Have children use vegetables to decorate cottage cheese.
4. Serve immediately or place in the refrigerator to serve later.

*Please be aware of choking hazards for children under 4.*

*Please wash hands and handle food properly.*

# Yogurt Parfaits

1.B, 2.C, 2.D 

## INGREDIENTS

- Low-fat yogurt
- Whole grain cereal or crushed graham crackers
- Fresh or frozen fruit (thawed)

## DIRECTIONS

1. Add a  $\frac{1}{2}$  cup yogurt to each bowl.
2. Allow children to top with fruit and cereal.

*Please wash hands and handle food properly.*



# Spiders

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

## INGREDIENTS & MATERIALS

- Round crackers
- Cream cheese
- Raisins
- Small pretzel sticks
- Disposable knives

## DIRECTIONS

Encourage children to create their own spiders.

1. Spread cream cheese on a cracker.
2. Stick pretzels on top of cheese spread sticking out from the cracker to create spider legs.
3. Spread cheese on a second cracker and place it face down on top of the pretzel layer.
4. Dip raisins in cheese and stick to the top of the cracker for eyes.

*Please be aware of choking hazards for children under 4.*

*Please wash hands and handle food properly.*

*Adapted from: The Ohio State University Extension*

# Tortilla Roll-Ups

1.B, 2.C, 2.D 

## INGREDIENTS

- Whole grain tortillas
- Turkey or ham slices
- Sliced cheese

## DIRECTIONS

1. Place 1 slice of ham or turkey on tortilla.
2. Place 1 slice of cheese on top of the meat.
3. Demonstrate how to roll up the tortilla tight and allow children to roll their own.

*Please wash hands and handle food properly.  
Adapted from: The Ohio State University*



# Rice Cake Animal

1.B, 2.C, 2.D, 2.E

3.A



## INGREDIENTS & MATERIALS

- Rice cakes
- Hummus
- Sliced, diced, and/or chopped fruits and vegetables
- Variety of whole grain cereals
- Disposable knives

## DIRECTIONS

1. Have children spread hummus on rice cake.
2. Encourage them to use their imagination and create an animal face using prepared fruits, vegetables and cereals.

*Please be aware of choking hazards for children under 4.*



# Waffle Tacos

1.B, 2.C, 2.D, 2.E 

## INGREDIENTS & MATERIALS

- Whole grain waffles
- Peanut butter or strawberry cream cheese
- Banana slices
- Honey
- Disposable knives

## DIRECTIONS

1. Toast or heat the waffles.
2. Allow children to spread peanut butter or cream cheese on waffle.
3. Top with banana slices and honey.
4. Fold in half like a taco.

*Please wash hands and handle food properly.*





# Fruit Pizzas

1.B, 2.C, 2.D 

## INGREDIENTS

- Whole wheat English muffins
- Cream cheese
- Sliced fruit:
  - Kiwi
  - Strawberries
  - Peaches
  - Bananas

## DIRECTIONS

1. Spread cream cheese on English muffins halves.
2. Have children top with sliced fruit and enjoy!

*Please wash hands and handle food properly.*



# Flower Garden

1.B, 2.C, 2.D, 2.E

6.C



## INGREDIENTS & MATERIALS

- Celery stalks, snack-size
- Yellow and white sliced cheese
- Disposable knives or cookie cutter

## DIRECTIONS

1. Have children use knives or cookie cutters to cut flower heads out of the cheese slices.
2. Place the flower heads on top of the ends of the celery stick stems.

*Please wash hands and handle food properly.*

*Please be aware of choking hazards for children under 4.*

*Adapted from: Education.com*



# How Does It Grow?

2.B   
1.A, 1.B, 1.C   
15.A 

## DIRECTIONS

Ask children: “**How does \_\_\_\_\_ grow?**”

- On a tree or plant?
- Below the ground or above the ground?

Use the list below as a guide:

### **Peanuts**

- Seeds of a plant
- Grow underground

### **Potatoes**

- Grow from a plant
- Grow underground

### **Carrots**

- Root of a plant
- Grow underground

### **Broccoli, Cauliflower**

- Part of a plant
- Grow above ground

### **Beans**

- Seeds of a plant
- Grow above ground

### **Lettuce, Spinach**

- Leaves of a plant
- Grow above ground

### **Oranges, Lemons, Limes**

- Grow on a tree
- Grow above ground

### **Blueberries**

- Grow on shrub-like plants
- Grow above ground

### **Apples, Peaches**

- Grow on a tree
- Grow above ground

*Adapted from: Preschool Rock*

# Fruit and Vegetable Dissection

1.A, 1.B, 1.C

4.A, 12.A



## MATERIALS

- Various fruits and vegetables

## DIRECTIONS

- Cut various fruits and vegetables in half.
- Encourage children to explore with these questions:
  - What color is it, inside and outside?
  - What's the texture like?
  - Which ones have seeds?
  - Which ones are fruits and which are vegetables?
  - What else do you notice about the fruits and vegetables?



*Adapted from: Kids Garden by Avery Hart and Paul Mantell*

# Bean Drawing

2.C 

3.A 

12.A, 13.A, 15.A 

## MATERIALS

- Glue
- Beans
- Paper
- Colored pencils/crayons

## DIRECTIONS

- Have children glue a bean towards the bottom of a blank piece of paper.
- Ask children what they think will grow from the bean and have them draw it.
  - Have them draw roots from the bottom of the bean and a stem from the top.
- You can also have children draw leaves and a flower.

*Adapted from: Preschool Rock*



# Dramatic Play

2.B



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



13.A



## DIRECTIONS

- Take children on a walk through a garden.
- Ask for children to point out different things they see in the garden.
- Have children imitate those items, i.e. a tree blowing in the wind, a butterfly flying around or a flower growing from the ground.



# Taste Test Challenge

2.C   
1.A   
1.B, 1.C   
12.A 

## MATERIALS

- Variety of fruits and vegetables

## DIRECTIONS

Explain the importance of eating a wide variety of color of fruits and vegetables. Allow children to explore the new foods.

- What color is the food?
- What does it look like?
- What does it remind them of?

Encourage children to try “one bite” of each food together.

- Discuss what the foods taste like: sweet, tart or bitter.
- Ask if they liked it or not.



# Watch it Sprout!

2.D   
1.B, 12.A, 12.B, 13.A, 15.A 

## MATERIALS

- Paper towels
- Seeds
- Plastic bag

## DIRECTIONS

- Wet paper towels and fold in half.
- Place 3 or 4 seeds on top of each paper towel.
  - Seeds to use: alfalfa, barley, broccoli, buckwheat, celery, dill, fenugreek, lentil, lettuce, mung bean, pumpkin, radish, sunflower or wheat.
- Fold the paper towels in half again, place in plastic bags and securely seal.
- Place bags in a sunny area like a windowsill or tape directly to a window.
- Check the paper towels daily, keeping them moist while watching the seeds sprout and grow roots.

*Use seeds meant for eating and free of chemicals.*

*Adapted from: National Gardening Association*



# Make Breakfast Count!

2.C 

Invite families to make this quick breakfast together.

## **BAGEL GONE BANANAS**

### **INGREDIENTS**

- 2 tablespoons natural nut butter\* (almond, cashew or peanut)
- 1 teaspoon honey
- 1 whole-wheat bagel (split and toasted)
- 1 small banana (peeled and sliced)

### **DIRECTIONS**

1. Mix nut butter and honey in a small bowl.
2. Spread the mixture between bagel halves.
3. Top with banana slices.
4. Serve with milk.

*\*In case of a nut or seed allergy, use cream cheese instead of nut butter.*

*Adapted from: Eating Well Recipes*

# Build Children Up with Words

1.A, 1.E 

1.B 

3.A, 3.B 

3.C 

1.B 

## MATERIALS




- Paper
- Colored pencils/crayons

## DIRECTIONS

- Provide children with a piece of paper titled “I am good at...”
- Ask children to think of one thing they are good at, i.e., playing sports, coloring, writing, singing, drawing, sharing, etc.
- Have children draw themselves doing that activity.
- Send the picture home to share with their family.



# Cold Weather Fun

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

## DIRECTIONS

Encourage families and children to play together by hosting an Outdoor Family Fun Night. Plan a variety of activities including:

- **Long Jump** - Mark a starting line in the snow. Have children jump as far as they can from the line.
- **Snowball Target Throw** - Have children toss a ball into a circle drawn in snow.
- **Snow Pile Hurdles** - Use piles of snow for children to jump over.
- **Snow Obstacle Course** - Use the snow hurdles as part of an obstacle course.
- **Snow Creature Contest** - Have families put a twist on building snowmen.

# Make Each Plate a Healthy Plate

1.B, 2.C

3.A, 3.B



## MATERIALS

- Paper
- Pencil
- Glue
- Magazines or newspapers
- Scissors

## DIRECTIONS

Have families work together to create their own MyPlate.

- On paper, instruct families to draw a large circle with two lines that crisscross dividing the circle into four sections. Label the sections: Grains, Proteins, Fruits and Vegetables. Add a small circle at the top right of the plate and label it Dairy.
- Ask families to help children cut their favorite foods out of magazines and newspapers.
- Place the cut out photos into the correct sections of the plate. Families can help children glue the pictures onto the plate in the proper sections.

# An Hour a Day to Play

1.A, 2.B 

## SNOW CHALLENGE

Challenge families to warm weather games while bundled up in winter clothing! Suggested activities include:

- Playing on a playground
- Hula-hooping
- Jumping rope
- Frisbee throwing
- Hop scotch
- Playing soccer
- Relay racing



# Healthy Celebrations

1.B, 2.C

3.A, 3.B



## FOOD ART

### INGREDIENTS & MATERIALS

- The Cement: peanut butter\*, cream cheese, yogurt or pizza sauce
- The Decorations: grape halves, peas, corn, beans, celery, carrots, zucchini or cucumbers cut into sticks or rounds, banana, apple or pineapple slices, melon balls or orange sections
- Plastic utensils
- Plates

### DIRECTIONS

1. Display all materials and give each child plastic utensils and a plate as their canvas.
2. Suggest that they use their imaginations to build sharks, monsters, cars, flowers or have them write their names, etc.
3. Take pictures of their creations to share with their families

*\*In case of a nut or seed allergy, use cream cheese instead of peanut butter.*

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*

# Reduce Screen Time

2.B   
1.B 

Implement a no screen time policy and encourage families to do the same at home.

## **BOARD GAME LIBRARY**

Ask families to donate board games they no longer play. Create a library with games that families can borrow, encouraging them to turn off their screens and play.



# Growing Great Tasters

2.B   
2.C   
1.A 

## DIRECTIONS

Invite families to join their children in a Tasting Fair.

- Have stations for all 5 food groups:
  - Grains, Protein, Vegetables, Fruits and Dairy.
- Provide several foods to try at each station.
- Create a “food group passport” for children and stamp it for each station they try!





# Take Time for Meals

1.E, 2.B 

1.B, 2.D 

1.B 

1.C 

Invite families to join the children for a meal or snack and treat it as a special occasion.

## **DIRECTIONS**

- Have children help set the table including: tablecloth, silverware, plates, cups, napkins and a centerpiece.
- Play light music in the background.
- Have families sit down and engage in conversations together. Remind children to practice good manners, i.e. using please and thank you.



# Water First for Thirst

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

## BURIED TREASURE

### MATERIALS

- Variety of sliced fruits
- Water
- Clear glass or cup
- Straws

### DIRECTIONS

- Place sliced fruit at the bottom of a glass or cup.
- Have children try to pull the fruit up with a straw, drinking a lot of water in the process.
- Explain that it is easier to retrieve the fruit with the more water that they drink.
- Take pictures of the activity to share with families.

*Adapted from: Games to Make Drinking Water Fun, eHow*

# Good Rest is Best




2.A, 2.B, 2.E 

## DIRECTIONS

- Ask children to pick their favorite bedtime story from home, the library or the classroom.
- Choose a different child's favorite story to read each day.
- Compose a book list of the group's favorite stories and send it home with their families.



# Make Snacks Count

2.B   
1.B, 2.C, 2.D   
4.A, 4.B 

## RAINBOW FRUIT SKEWERS

At family night, set up a station where children and their families have to work together to identify the fruit and colors while putting them in order of the rainbow.

## INGREDIENTS & MATERIALS

- Raspberries
- Oranges
- Skewers
- Pineapple
- Kiwi
- Napkins
- Blueberries

## DIRECTIONS

- Dice fruit into bite size pieces and separate into bowls.
- Set out skewers and napkins with the directions written above.



# Welcome Breastfeeding

1.B, 2.C   
15.A 

Read children a book about the benefits of breastfeeding, such as “Best Milk” by Kate Carothers.

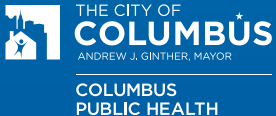
## MILK PAINT

### MATERIALS

- Milk
- Food coloring
- Plate, bowl or baking dish
- Q-Tips
- Dish soap

### DIRECTIONS

1. Pour milk onto a plate, bowl or large baking dish.
2. Drop in two drops each of at least four different colors of food coloring.
3. Dip the end of a Q-Tip in dish soap.
4. Dip the Q-Tip into the milk and watch the colors burst.



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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).