



**GROWING**



**ACTIVITY**



**FAMILIES**



**EATING**

**GROWING HEALTHY KIDS**

# Ring of Fun!

**SCHOOL-AGED**

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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).



THE CITY OF  
**COLUMBUS**  
ANDREW J. GINTHER, MAYOR

**COLUMBUS  
PUBLIC HEALTH**



# Educational 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. The state of Ohio has adopted the Common Core State Standards Initiative. 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 abbreviation of the content standards in the upper right hand corner and will be coded to the corresponding standard details. 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.

The School-Age Ring of Fun incorporates Ohio's Learning Standards for English Language Arts, Mathematics, Physical Education, Science, and Social Studies. In addition, Ohio's K-6 Health Education Curriculum has been included.

Symbols for the School-Age Ring of Fun:

-  **Ohio's Learning Standards - English Language Arts:** purple book
-  **Ohio's Learning Standards - Mathematics:** pink plus sign
-  **Ohio Physical Education Standards:** orange runner
-  **Ohio's Science Standards:** green beaker
-  **Ohio's Social Studies Standards:** blue globe
-  **Ohio's K-6 Health Education Curriculum:** yellow apple

# Ohio's Learning Standards

## Kindergarten English Language Arts Standards

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### Strand 1: Reading Literature

**Standard A:** Key Ideas and Details

**Standard B:** Craft and Structure

**Standard C:** Integration of Knowledge and Ideas

**Standard D:** Range of Reading and Level of Text Complexity

### Strand 2: Reading Informational Text

**Standard A:** Key Ideas and Details

**Standard B:** Craft and Structure

**Standard C:** Integration of Knowledge and Ideas

**Standard D:** Range of Reading and Level of Text Complexity

### Strand 3: Reading Foundational Skills

**Standard A:** Print Concepts

**Standard B:** Phonological Awareness

**Standard C:** Phonics and Word Recognition

**Standard D:** Fluency

### Strand 4: Writing

**Standard A:** Text Types and Purposes

**Standard B:** Production and Distribution of Writing

**Standard C:** Research to Build and Present Writing

### Strand 5: Speaking and Listening

**Standard A:** Comprehension and Collaboration

**Standard B:** Presentation of Knowledge and Ideas

### Strand 6: Language

**Standard A:** Conventions of Standard English

**Standard B:** Vocabulary Acquisition and Use

# Ohio's Learning Standards

## Kindergarten Mathematics Standards

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### **Strand 1: Counting and Cardinality**

**Standard A:** Know Number Names and Count Sequence

**Standard B:** Count to Tell the Number of Objects

**Standard C:** Compare Numbers

### **Strand 2: Operations and Algebraic Thinking**

**Standard A:** Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

### **Strand 3: Number and Operations in Base Ten**

**Standard A:** Work with Numbers 11-19 to Gain Foundations for Place Value

### **Strand 4: Measurement and Data**

**Standard A:** Describe and Compare Measurable Attributes

**Standard B:** Classify Objects and Count the Number of Objects in Each Category

### **Strand 5: Geometry**

**Standard A:** Identify and Describe Shapes

**Standard B:** Analyze, Compare, Create and Compose Shapes

# Ohio's New Learning Standards

## Kindergarten Physical Education Standards

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### **Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.**

- Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.
- Benchmark B: Demonstrate developing control of fundamental manipulative skills.

### **Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.**

- Standard A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.
- Standard B: Demonstrate knowledge of critical elements of fundamental motor skills

### **Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**

- Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities
- Benchmark B: Understand the principles, components and practices of health-related physical fitness.

### **Standard 4: Exhibits responsible personal and social behavior that respects self and others.**

- Benchmark A: Know and follow procedures and safe practices.
- Benchmark B: Responsible behavior in physical activity settings.

### **Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

- Benchmark A: Identifies health benefits as reasons to value physical activity.
- Benchmark B: Identifies reasons to participate in physical activity.

# Ohio's New Learning Standards

## Kindergarten Science Standards

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### **Strand 1: Earth and Space Sciences**

**Topic A:** Daily and Seasonal Changes

### **Strand 2: Life Science**

**Topic A:** Physical and Behavioral Traits of Living things

### **Strand 3: Physical Science**

**Topic A:** Properties of Everyday Objects and Materials

# Ohio's New Learning Standards

## Kindergarten Social Studies Standards

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### **Strand 1: History**

**Topic A:** Historical Thinking and Skills

**Topic B:** Heritage

### **Strand 2: Geography**

**Topic A:** Spatial Thinking and Skills

**Topic B:** Human Systems

### **Strand 3: Government**

**Topic A:** Civic Participation and Skills

**Topic B:** Rules and Laws

### **Strand 4: Economics**

**Topic A:** Scarcity

**Topic B:** Production and Consumption



# Ohio's K-6 Health Education Curriculum

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## **Strand 1: Nutrition Education**

**Topic A:** The nutritive value of foods, the relation of nutrition to health, and the use and effects of food additives

## **Strand 2: Effects of Drugs and Alcohol**

**Topic A:** The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages and tobacco

## **Strand 3: Personal Safety**

**Topic A:** Discuss personal safety and assault prevention

## **Strand 4: Opioid Abuse**

**Topic A:** Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.

# Sharks and Minnows

1.A   
3.B 

## MATERIALS

- Cones or other materials to create a boundary

## DIRECTIONS

- Set up a play area with visible boundaries.
- Choose two children to be ‘sharks.’ Everyone else will be ‘minnows.’
- Sharks stand in the middle of the play area and say, “Fishy, fishy, come out and play.”
- Minnows slowly walk towards the sharks.
- At any time, sharks can yell, “Shark Attack!”
- Minnows must run to the opposite boundary line without being tagged to remain safe.
- If a minnow is tagged, they become a shark.
- The last two minnows remaining win the round and become sharks for the next round.

*Adapted from: Playworks*

# See you Later Alligator

1.A   
3.B 

## MATERIALS

- 2-5 scarves
- 5-10 hula hoops
- Cones or other materials to create a boundary

## DIRECTIONS

- Select 2-5 children to be 'game wardens' and give each warden a scarf. The rest of the children are 'alligators.'
- Place the hoops randomly around the play space.
- On "GO," the alligators run from the game wardens to keep from being tagged. If an alligator is tagged, the game warden and alligator switch roles (the scarf is given to the new warden).
- Alligators are safe when in a hoop, but only one alligator is allowed in the hoop at a time.
- If an Alligator is in the hoop, the other Alligator must say, "See you later alligator" to enter the hoop and the other must leave.
- No one is allowed to enter the same hoop they just left.

*Adapted from: Playworks*

# 4 Corners

1.A 

1.A 

3.B 

## MATERIALS

- Cones or other materials to create four corners

## DIRECTIONS

- Have children split equally among the four corners, selecting one child to stand in the middle. They will be the “counter.”
- The counter will close their eyes and count down from 10.
- During this time, all children must move from their current spot to a different corner.
- When the counter gets to zero, all students must be at a corner and the counter must point to a corner.
- Any child standing in the selected corner must do a selected exercise while everybody else counts to five.
- If no one is standing at the chosen corner, start over.
- Switch counters about every three times, giving everyone a chance.

*Adapted from: Playworks*

# Freeze Tag

1.B, 2.B, 4.A, 4.B   
3.B 

## MATERIALS

- Cones or other materials to create a boundary

## DIRECTIONS

- Demonstrate safe tagging: light touch on the shoulder.
- Review how to give a double high-five.
- Select two children to be 'it.' The rest of the students spread out within the open area.
- Designate what movement everyone should be using (i.e. running, skipping, hopping, etc.).
- If a student gets tagged, they immediately freeze.
- To 'unfreeze,' another child must give the frozen child a double high-five.
- Switch taggers and styles of movement often.

*Adapted from: Playworks*

# Bubbles

1.B   
3.A 

## MATERIALS

- 1-2 beach balls

## DIRECTIONS

- Spread out children in an open playing area, sitting on the ground.
- Have children keep the ball up as long as possible by hitting the ball in the air.
- Children should call the ball by saying “I got it!” and can only hit the ball one time in a row.
- Children must remain on the ground. They can use any part of their bodies to hit the ball.
- Challenge them to set a record, add another beach ball or use no hands.

*Adapted from: Playworks*



# Flag Football Agility Course

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

## MATERIALS

- 3-8 footballs
- 3-8 scarves
- Cones or other materials to create a boundary

## DIRECTIONS

- Have at least two children stand inside the boundaries (with a larger group you may have more).
- Have all other children line up at the boundary line with a scarf in their pocket or waistband, hanging half-way out.
- When at the front of the line, the child with a scarf should also have a football. That child must then get themselves and the football to the other side without losing their scarf or going out of bounds.
- If their scarf is taken, they are now in the middle and the person who got the scarf can get in line.
- If they go out of bound, they are automatically in the middle and their scarf is given to another child.

*Adapted from: Playworks*

# Everyone's It

1.A, 4.A   
3.B 

## MATERIALS

- Cones or other materials to create a boundary

## DIRECTIONS

- Establish boundaries and demonstrate safe tagging: light touch on the shoulder.
- Spread the children out within the boundaries.
- Keeping time, have children tag each other, keeping a running count of everyone they touch in one minute.
- No one is 'it' and no one stops playing or 'freezes' when tagged.
- When one minute is up, ask children to yell out how many people they tagged.
- When starting a new round, challenge the children to get a higher number.
- If a child goes out of bounds, they must start their count over or perform 10 jumping jacks to get back in.

*Adapted from: Playworks*



# Red Light, Green Light

1.A, 2.A   
3.B 

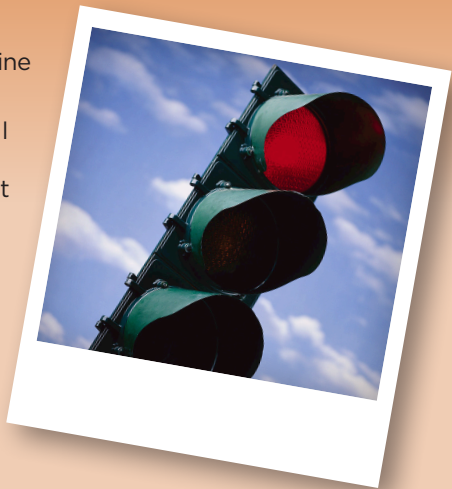
## MATERIALS

- Cones or other materials to create a start line

## DIRECTIONS

- Select one child to be the 'caller,' while all other children stand at the start line.
- When yelling "green light" the caller must face away from the start line so they cannot see anyone.
- The caller will turn around when yelling "red light" and everyone must freeze.
- Anyone caught moving is sent back to the starting line.
- The first person to reach the caller becomes the caller for the next round.

*Adapted from: Playworks*



# Amoeba Tag

1.A, 4.B  
3.A



## MATERIALS

- Cones or other materials to create a boundary

## DIRECTIONS

- Pick a child to be the 'amoeba.'
- Within the boundaries, the amoeba is to tag as many people as possible.
- Those who are tagged now have to link arms or hold hands with the amoeba.
- Then, they have to work together to tag everyone else.
- As the 'amoeba' gets bigger, they can split into smaller chains.

*Adapted from: Playworks*



# Sports Clubs

2.B 

## DIRECTIONS

- Have children spread out about arm's length apart from each other.
- Identify a signal to freeze, such as one whistle blow or hand clap.
- Review several types of games and actions for those games. Examples:
  - Basketball
  - Tennis
  - Jumping rope
  - Volleyball
  - Four square
  - Gymnastics
  - Running
  - Boxing
  - Football
  - Hula hooping
- Call out a game and model the action; all children will 'play' that game by acting it out until you signal to freeze.
- Repeat with different games.

*Adapted from: Playworks*



# Jump Whistle

1.A, 2.A 

## MATERIALS

- Whistle

## DIRECTIONS

- Make sure children know right and left, front and back. These are the directions in which they must jump.
- Have all children face forward, starting at the 'center.' Each time the whistle blows, children are to jump as follows:
  - One whistle: jump front, center
  - Two whistles: jump front, right, center
  - Three whistles: jump front, right, back, center
  - Four whistles: jump front, right, back, left, center
- Children should always end up back at the 'center,' facing forward.
- You can mix up the whistles to see how well the children pay attention and can keep up.

*Adapted from: Playworks*

# The Wave

1.A 

3.A 

## DIRECTIONS

- Have children form a circle by holding hands.
- One child will start a wave by raising the hand and arm of someone to either their right or left.
- The motion should flow continuously through the group until it returns to the child who started it.
- After they get the hang of it, run a wave in opposite directions at the same time and see if they can pass through each other.
- For an added challenge, add a hula-hoop and see if they can pass it through the whole circle without letting go of their hands.

*Adapted from: Playworks*

# Trail Mix

3.A 

1.B 

## INGREDIENTS & MATERIALS

- Whole grains: popcorn, cereals, crackers, pretzels, etc.
- Dried fruits: raisins, cranberries, etc.
- Nuts and seeds: sunflower seeds, peanuts, cashews, soy nuts, etc.
- Sealable snack bag

## DIRECTIONS

1. Have children practice their reading and counting skills.
2. Provide each child an instruction card for trail mix listing the ingredients and the amount of each ingredient, for example 4 pretzels, 5 sunflower seeds, 6 raisins, etc.
3. Distribute a zip lock snack bag to each child.
4. Allow children to fill their bags with the ingredients while following the instruction card.

*Please wash hands and handle food properly.*

# Pita Pocket

3.A 

## INGREDIENTS

- Whole wheat pita pockets
- Turkey
- Cheese slices
- Tomato
- Lettuce

## DIRECTIONS

1. Provide a recipe card to each student explaining how to assemble the pita pocket:
  - 1 whole wheat pita
  - 2 turkey slices
  - 1 cheese slice
  - 1 lettuce leaf
  - 1 tomato slice
2. Instruct children to follow the recipe card and place each ingredient on to a plate.

*Please wash hands and handle food properly.*



# English Muffin Pizza

1.A 

## INGREDIENTS

- Whole wheat English muffins
- Tomato sauce
- Shredded cheese

## DIRECTIONS

1. Preheat the oven to 375 degrees F.
2. Place the English muffin halves cut side up onto a baking sheet. Spoon tomato sauce onto each one and top with shredded cheese.
3. Bake for 10 minutes, or until the cheese is melted and browned on the edges.

*Please wash hands and handle food properly.*





# Gourmet Popcorn

1.A 

## INGREDIENTS & MATERIALS

- Plain popped popcorn
- Dried ranch mix
- Olive oil
- Sealable bag or container

## DIRECTIONS

1. Put popcorn into a large sealable bag or container.
2. Add 1 teaspoon of olive oil, shake to mix and repeat 2-3 times or until coated.
3. Sprinkle in about a tablespoon of dry ranch mix and shake until coated.

*Please wash hands and handle food properly.*



# Turkey Sushi Rolls

3.A 

## INGREDIENTS & MATERIALS

- Whole wheat tortillas
- Cream cheese
- Fresh spinach
- Shredded carrots
- Turkey (*½-1 oz per a child*)
- Plastic knives

## DIRECTIONS

1. Place ingredients on a plate for each child.
2. Provide a recipe card to each child instructing how to layer the wrap:
  - Spread cream cheese on tortilla.
  - Place spinach, shredded carrots and turkey down the middle of tortilla.
  - Roll tortilla tight.
  - Slice into 1" rounds; flip on sides to look like sushi.

*Please wash hands and handle food properly.*



# Veggie Patch Bagels

1.A 

## INGREDIENTS & MATERIALS

- Whole wheat bagels
- Cream cheese
- Diced or sliced vegetables: cucumbers, carrots, bell peppers, etc.
- Plastic knives

## DIRECTIONS

1. Spread cream cheese on bagels and top with vegetables.

*Please wash hands and handle food properly.*



# Banana Split

3.A 

## INGREDIENTS & MATERIALS

- Bananas
- Yogurt
- Chopped fruits: strawberries, pineapples, pears, peaches, blueberries, etc.
- Crushed graham crackers (optional)
- Plastic knives & spoons

## DIRECTIONS

1. Provide children recipe cards and ask them to follow the instructions:
  - Peel bananas and cut in half lengthwise.
  - Add yogurt between banana slices.
  - Top with fruit and crushed graham crackers.

*Please wash hands and handle food properly.*



# Dip N' Bar

1.A 

## INGREDIENTS

- Sliced vegetables: carrots, celery, cucumbers, bell peppers, etc.
- Whole grains: pita bread, baked chips, etc.
- Dips: guacamole, salsa, hummus, vegetable dip, etc.

## DIRECTIONS

1. Create a bar, placing all the ingredients into separate bowls.
2. Allow children to create their own snack plate.

*Please wash hands and handle food properly.*



# DIY Ice Pops

1.A 

## INGREDIENTS & MATERIALS

- 10 ounces fresh or frozen fruit: strawberries, grapes, watermelon, etc.
- 1/2 cup water
- Ice popsicle bags, such as Zipzicle bags
- Funnel

## DIRECTIONS

1. Combine ingredients in a blender and blend until smooth.
2. Using a funnel, pour mixture into each popsicle sleeve 1/2 inch from the top.
3. Freeze for at least two hours.
4. Serve frozen with whole grain crackers or popcorn.
5. Recipe makes 10.

*Please wash hands and handle food properly.*



# Animal Toast

5.A 

## INGREDIENTS & MATERIALS

- Whole wheat bread
- Spreads: cream cheese, nut/seed butter
- Sliced fruits: bananas, strawberries, blueberries, etc.
- Plastic knives
- Toaster

## DIRECTIONS

1. Toast bread.
2. Apply spread over toast.
3. Cut fruits into various shapes to mimic the animal faces in the photo.
4. Ask children to describe the shapes and animal faces.

*Please wash hands and handle food properly.*

*Adapted from: All She Cooks*



# Apple Yogurt

1.A 

## INGREDIENTS

- Diced Granny Smith apples
- Yogurt
- Cinnamon
- Raisins

## DIRECTIONS

1. Chop apples into small pieces.
2. Add  $\frac{1}{2}$  cup of yogurt to bowl.
3. Stir in a  $\frac{1}{2}$  cup of chopped apples and top with cinnamon and raisins.

*Please wash hands and handle food properly.*





# Corn and Black Bean Salsa

1.A 

## INGREDIENTS

- 1 can corn
- 1 can black beans
- 1 can diced tomatoes
- Baked whole grain corn chips

## DIRECTIONS

1. Rinse and drain corn and black beans.
2. Combine ingredients in mixing bowl.
3. Stir and serve with baked whole grain corn chips.

*Please wash hands and handle food properly.*



# Soil Detectives

5.A 

2.A 

## **MATERIALS** (for each team)

- Magnifying glass
- Tray
- Soil

## **DIRECTIONS**

- Divide children into learning teams.
- Each team should have a tray with a mound of soil and a magnifying glass.
- Ask children to be 'soil detectives' and look for soil ingredients with their magnifying glass.
- Children will search for the living and non-living components in the soil.
- Discuss how living things (i.e. insects, worms, mushrooms, etc.) eat the non-living things (i.e. rocks, dead plants, etc.) and break them down into tiny particles, adding minerals to the soil for plants to soak up like a sponge.

*Adapted from: the Washington State University, CHANGE Curriculum.*

# Natural Collage

1.A 

2.A 

## MATERIALS

- Leaves, petals, twigs and other natural materials you can find outside to make art
- A bag for collecting the natural art supplies
- Glue, tape and string

## DIRECTIONS

- Take children on a walk to find natural art supplies.
  - Have children pick up any leaves, petals, small pinecones and materials that have fallen to the ground to add to the collage.
  - Discuss living vs. nonliving things found while on the walk.
- Bring items back, then glue, tape or string findings on a piece of paper to make a beautiful, natural collage.
- Consider adding magazine pictures, paint and glitter for variety.

*Adapted from: Gentle World*

# Outdoor Plant Tepee

2.A 

## MATERIALS

- Poles (bamboo or other light woods)
- Bean seeds or other climbing plants

## DIRECTIONS

- Create a small tepee, big enough for a child to sit inside, with sticks or bamboo poles crossing over each other.
- Plant seeds at the base of the tepee and allow them to grow up the poles creating a secret room in the garden for play.
- Discuss what plants need to grow and create a hypothesis for what the plants will look like.
- If you cannot create a tepee large enough for children to play in, create small tepees for butterflies or garden fairies!

*Adapted from: Gentle World*

# Easy Bird Feeder

3.A 

2.A 

## MATERIALS

- String
- A large pinecone
- Nut or seed butter
- Birdseed or a mix of sunflower seeds and millet

## DIRECTIONS

Provide an instruction card to each child and ask them to follow each step:

- Tie a string to the top of your pinecone.
- Spread a light layer of nut or seed butter on the pinecone.
- Sprinkle birdseed or sunflower and millet mix over the pinecone until coated.
- Hang the feeder from a tree or place where birds will reach it.
- Have children observe the birds enjoy their special treat.

*Adapted from: Gentle World*

# Growing Herbs

2.A 

## MATERIALS

- Small pots or egg cartons
- Soil
- Seeds

## DIRECTIONS

- Add soil to small pots and plant seeds.
- Place pots in a warm, sunny spot.
- Keep soil moist but be careful not to soak.
- Add organic fertilizer every two weeks.
- Herbs can take a few weeks to sprout. Once they are ready, have children use them to add flavor to various foods and drinks:
  - Add mint leaves to tea.
  - Add basil, mint or parsley to water.
  - Add parsley to salad.
  - Add chives to mashed potatoes.
- Easy to grow herbs: chives, dill, basil, parsley, mint and sage.

*Adapted from: Kidsgardening.org*

# Blindfold Fruit and Vegetable Taste Test

5.B 

2.A 

3.A 

## MATERIALS

- Bite-size samples of fruits and vegetables
- Small paper cups, plates or napkins
- Two blindfolds (large bandanas or handkerchiefs)

## DIRECTIONS

- Divide children into two teams.
- Blindfold a child from each team and have them taste a food and guess what it is.
- The first one to correctly identify the food earns a point for their team.
- Continue the contest until all kids on each team have at least one chance to guess.
- The team with the most points wins.
- Have all children taste all the foods together at the end of the game.
- Have children rate the foods using thumbs up or thumbs down.

*Adapted From: kidnetic.com*

# Healthy Celebrations

1.A 

## DIRECTIONS

Create a sign-up sheet with healthy snacks and activity supplies for families to volunteer to bring to the next party. Start with these items:

- Fruit
- Veggies and dip
- Cheese cubes
- Graham crackers
- Milk
- 100% juice
- Game
- Music
- Goodies:
  - Pencils
  - Stickers
  - Bookmarkers





# Make Each Plate a Healthy Plate

4.A 

## DINNER MENU

### DIRECTIONS

- Ask children to create a dinner menu for their families.
- Include foods from all food groups.
- Have children decorate the menu like they would see in a restaurant with pictures and neat hand writing.
- Encourage children to help with preparing their dinner at home and share the experience with the class.



# Cold Weather Fun

1.A, 1.B 

## DIRECTIONS

- Bundle up and head outside on a snowy day.
- Have children work together to create snow creatures or a village of snow people.
- Take pictures or keep the village on display to show their families at pick up.



# Make Breakfast Count!

1.A 

Invite families to a breakfast bar.

## **DIRECTIONS**

- Provide bowls of oatmeal or low-fat yogurt.
- Set up stations with a variety of toppings including:
  - Crushed graham crackers
  - Diced fruit
  - Nuts and seeds
- Add a glass of low-fat or fat-free milk and enjoy!



# Reduce Screen Time

5.B 

Implement a no screen time policy at your program. Instead, play games!

## BOARD GAME SHOW AND TELL

### DIRECTIONS

- Have each child bring a board or card game from home.
- Ask children to briefly share about the game brought in and why they like to play it.
- Play games as a class or break into small groups.
- If possible, swap games and encourage children to take the games back home and play them with their family.



# Build Children Up With Words

1.B 

1.B 

## THE COMPLIMENT GAME

### DIRECTIONS

- Have children sit in a circle with the teacher sitting in the middle.
- Throw a small ball to a student and ask them to say something positive about the children on either side of them.
  - Encourage children to focus compliments on personalities and behaviors, not appearances.
- Send home a description of the activity for families to try at home.
- Families can say something positive about the person that tossed the ball to them.
- Try to make it through five rounds!

*Adapted from: ehow.com*

# An Hour A Day To Play

1.A 

## FAMILY OLYMPICS

### MATERIALS

- Cones
- Eggs
- Spoons
- Balls
- Jump ropes

### DIRECTIONS

- Group families into an even 5 or 6 teams. Each team picks a country or can make up their own.
- Set up a large area with visible boundaries.
- Place each team on one side of the play area, or “start line”, next to a cone. Place another cone directly across on the opposite side.
  - If there is an uneven number of players between teams, select a member to go twice.
- Inform families that they will be competing in a series of relays. Each relay will have a first (gold), second (silver) and third (bronze) place finisher.
- Be creative! Relays may include:
  - Three legged race
  - Wheelbarrow race
  - Egg in spoon
  - Ball dribbling
  - Jump roping
- Before each relay instruct families how to play. When you say “GO” players must perform the selected task all the way to the opposite end, go around the cone and return back to the start line to tag the next member in line to go next. The team finishes once all members have completed the task.

# Growing Great Tasters

5.A, 5.B 

## VEGGIE TASTING PARTY

### DIRECTIONS

- Prepare a variety of vegetables, with some cooked and some raw.
- Discuss the differences with the children, comparing textures and tastes and describing their shapes.
- Use a large chart to track the likes and dislikes for each vegetable tasted.
- Make a graph showing the children's favorite vegetables; display for families to see.

*Adapted from: Bright Hub Education*



# Water First for Thirst

4.A 

## INFUSED WATER

### INGREDIENTS & MATERIALS

- Water pitchers
- Fresh herbs or sliced fruit
- Water

### DIRECTIONS

1. Have each child or group fill a pitcher with water.
2. Place fresh herbs or sliced fruit in water for flavoring, encouraging children to create their own flavor combinations.
  - Try mint, basil, sliced cucumbers, sliced citrus fruits, melons, pineapple and/or berries.
3. Refrigerate for at least an hour, allowing the flavors to infuse.
4. At pick-up, encourage families and children to try all the different flavored water and discuss which ones they liked best.



# Take Time for Meals

4.A, 5.A, 5.B   
1.B 

## CLASS COOKBOOK

### DIRECTIONS

- During mealtime, ask children to share their favorite fruit and vegetable and how they like it prepared (i.e. raw, cooked, with special herbs, in a casserole, etc.).
- Have children ask their family the same question at home. Ask them to bring a list of dishes (including recipes) their family mentioned to share with the class.
- Compile what was shared in class and staple together to create a class cookbook!



# Make Snacks Count!

3.A 

Provide a recipe card to each family and ask children to follow the instructions.

## BANANA POPS

### INGREDIENTS & MATERIALS

- 1 banana
- 2 popsicle sticks
- 2 Tbsp peanut butter\*, softened
- Chopped peanuts or walnuts, crushed graham crackers, cereal or sunflower seeds\*

### DIRECTIONS

1. Peel the banana.
2. Cut it in half, widthwise.
3. Push a popsicle stick through the cut end of each half.
4. Spread peanut butter on the banana.
5. Roll banana in the nuts, graham crackers, cereal or seeds.
6. Wrap in waxed paper and freeze for 3 hours.
7. Send children home with one for themselves and one to share.

*\*If there is a nut or seed allergy, use cream cheese instead of peanut butter and use cereal.*

*Adapted from: Family Fun*

# Good Rest is Best

4.A 

Have children write a 'sleep pledge' for parents to sign. Include the following guidelines:

## **I will...**

- Set a regular bedtime.
- Create a relaxing bedtime routine.
- Avoid caffeine before bedtime.
- Avoid electronics before bedtime.
- Keep household noise level low.
- Keep bedroom cool and dark.

*Adapted from: Webmd.com*





THE CITY OF  
**COLUMBUS**  
ANDREW J. GINTHER, MAYOR

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**COLUMBUS  
PUBLIC HEALTH**



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