



**GROWING**



**ACTIVITY**



**FAMILIES**



**EATING**

**GROWING HEALTHY KIDS**

# Ring of Fun!

**TODDLER**

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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  
Measurable 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



# Roll It Along

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

## MATERIALS

- Ball, any size

## DIRECTIONS

- Depending on the size of the ball, sit or kneel 3-4 feet from the child.
- Gently roll ball to child.
- Have child trap the ball with their arms and chest.
- Encourage child to roll ball back to you.
- Provide praise and encouragement throughout activity.



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

# Animal Actions

1.A, 2.A, 2.B



1.A



1.B




## DIRECTIONS

- Encourage children to move like animals:
  - Hop like a bunny
  - Strut like a turkey
  - Fly like a bird
  - Walk like a crab
  - Jump like a frog
  - Slither like a snake
- Have children make sounds like the animals once they start moving.
- Create visuals with stuffed animals, small animal figurines or photos.
- Consider going outside or to a park where you can see some of the animals move.

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

# Drum Beat

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

## MATERIALS

- Plastic bowls or drums

## DIRECTIONS

- Tap a bowl or drum counting along with the beat, “1,2,3.”
- Have the children begin tapping and counting together.
- If using a variety of bowls or drums allow the children to take turns with each.



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

# Snowstorm

2.B, 2.C 

1.B, 2.B 

2.A 

## MATERIALS

- Cotton balls
- Small basket, bag or bucket

## DIRECTIONS

- Spread cotton balls on floor.
- Have children run around and pick them up placing them in a basket/bag/bucket.
- After all cotton balls are collected throw them into the air so they fall onto the children.
- Encourage children to collect as many as they can with their arms and hands as they fall.
- Have the children pick all cotton balls up and start again.

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

# Balloon Fun

2.B, 2.C

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

2.A

1.C



## MATERIALS

- Balloons
- Pantyhose

## DIRECTIONS

- Have children work together to keep the balloon in the air using their hands.
- Start activity again if balloon touches the ground.
- Try adding extra balloons for a greater challenge.

*Safety Note: Put each balloon in pantyhose so that if it pops the pieces will be contained and children cannot put them in their mouths.*

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



# All Aboard

2.B, 2.C, 3.C 

1.A, 1.B, 2.B 

1.A, 3.A 

1.C 

## MATERIALS

- Pool noodles

## DIRECTIONS

- Pair children together or with a staff member.
- Have each pair stand a few feet apart with two pool noodles, facing the same direction.
- The pair will hold onto the opposite end of each pool noodle, one on their right and one on their left to create a train.
- Have the trains chug around the room, stopping to pick up any remaining passengers to join the middle of their train.

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

# Toddlin' Parade

2.C

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

3.A, 3.B



## MATERIALS

- Supplies to make hats
- Music
- Instruments




## DIRECTIONS

- Lead children in a march along to music.
- Encourage a variety of movements: marching, jumping and galloping.
- Include instruments such as wrist bells or maracas.

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



# Crazy Tag

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

## DIRECTIONS

Make a game of tag more fun by having children use different movements:

- Hopping on two feet
- Hopping on one foot
- Skipping
- Galloping
- March
- Baby steps





# Sock Toss

2.B, 2.C 

1.A, 1.B 

2.A 

2.A 

## MATERIALS

- Laundry basket or box
- Pairs of socks

## DIRECTIONS

- Roll pairs of socks into balls.
- Place an empty laundry basket about two feet from children.
- Show children how to toss socks underhand into the basket.
- Demonstrate taking turns by having children and staff alternate.
- Have children practice counting or naming the color of the socks while they toss them.

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

# Bubble Fun

2.B 

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

2.A 

6.A 

## MATERIALS

- Bubbles




## DIRECTIONS

- Blow bubbles towards the children.
- Have children chase the bubbles and try to catch or pop them.
- Once the bubbles land on the ground encourage children to try and stomp on them.
- Reinforce spatial concepts by blowing bubbles high and low and in front or behind the children.



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

# Throwing Sponges

1.A, 1.B, 1.D   
1.A   
12.A, 12.B 

## MATERIALS

- Bucket of water
- Large sponges

## DIRECTIONS

This activity works best outside on a warm day.

- Soak sponges in the bucket of water.
- Have children take a sponge from the bucket and throw it at the side of a building, blacktop or driveway.

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



# Hoop Hop

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

## MATERIALS

- Hula hoops

## DIRECTIONS

- Set hoops on the floor so that they are touching.
- Line up hoops in a line, or try different patterns.
- Have children jump with both feet or hop on one foot from hoop to hoop.
- It may take several jumps to get from one hoop to another.

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



# Banana Dogs

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

## INGREDIENTS

- Whole wheat hot dog buns (1 bun for every two children)
- Peanut butter or low-fat cream cheese
- Bananas (1 large banana for every 2 children)

## DIRECTIONS

1. Cut bananas and hot dog buns in half.
2. Have children spread both sides of the bun with peanut butter or cream cheese.
3. Help children peel banana and place inside bun like a hot dog.

*Please wash hands and handle food properly.*

# Apple Cheese Towers

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

## INGREDIENTS

- 1/2 medium apple
- 1 ounce low fat cheese (about 8 small cubes)

## DIRECTIONS

1. Rinse apple and cut into slices.
2. Cut cheese into cubes.
3. Have children build towers with apple slices and cheese cubes. See who can build their tower the highest!

*Please wash hands and handle food properly.*

*Adapted from: Cheryl Barber, Mary Longo, Anita Pulay, and Kirk Bloir at the Ohio State University Extension*



# Fruit Wheels

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

## INGREDIENTS

- Rice cakes
- Low-fat flavored cream cheese
- Diced fruit

## DIRECTIONS

1. Help children spread cream cheese on rice cake.
2. Have children top their rice cake with diced fruit.

*Please wash hands and handle food properly.*



# Bunny's Favorite Snack

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

## INGREDIENTS

- 2 cups plain nonfat yogurt
- 1 envelope (1 oz) dry ranch mix
- Carrots, celery or other vegetables (for dipping)

## DIRECTIONS

1. Stir yogurt and ranch dressing mix together.
2. Rinse vegetables. Cut into small pieces or cook/steam to reduce risk of choking.
3. Dip carrots or other vegetables into the dip and enjoy!

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

*Adapted from: Cheryl Barber, Mary Longo, Anita Pulay, and Kirk Bloir at the Ohio State University Extension*



# Painted Toast

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

## INGREDIENTS

- Slices of whole wheat bread
- Milk
- Food coloring

## DIRECTIONS

1. Mix milk with different food colorings in small bowls. These will be edible paints.
2. Toast bread.
3. Have children use fingers or paintbrushes only used for food to paint colors on the toast.

*Please wash hands and handle food properly.*

*Adapted from: Cheryl Barber, Mary Longo, Anita Pulay, and Kirk Blair at the Ohio State University Extension*



# Pumpkin Dip

2.D, 2.E 

## INGREDIENTS

- 3 Tbsp canned pumpkin
- 1 cup low-fat vanilla yogurt
- 1 Tbsp orange juice concentrate (100% juice)
- ½ tsp of cinnamon (optional)
- 1 Tbsp maple syrup (optional)
- Apple slices and graham crackers for dipping

## DIRECTIONS

1. Stir pumpkin, yogurt, orange juice, cinnamon and maple syrup all together and chill until cold throughout.
2. Rinse and cut apples into slices.
3. Have children dip apples and graham crackers into the dip and enjoy!

*Please wash hands and handle food properly.*

*Adapted from: the Dannon Institute*

# Banana Scream

1.C, 2.C 

## INGREDIENTS

- 3 bananas (the riper the banana, the sweeter the shake)
- 2 Tbsp nonfat milk

## DIRECTIONS

1. Peel the bananas.
2. Cut bananas in half width-wise.
3. Wrap banana halves in plastic wrap.
4. Freeze bananas until firm.
5. Puree bananas with milk in blender until creamy.

*Recipe serves 4.*

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*



# Shrunken Sandwiches

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

## INGREDIENTS & MATERIALS

- Ham
- Low-fat cheese
- Crackers
- Round or square cookie cutter

## DIRECTIONS

1. Cut ham and cheese with cookie cutter or knife into matching size of the crackers.
2. Encourage children to create their own sandwiches by placing the ham and cheese between two crackers.

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*



# Jammin' Juice

1.C, 2.C 

## INGREDIENTS

- 1 1/2 cups nonfat milk
- 1/2 cup grape juice
- 1 banana, sliced

## DIRECTIONS

1. Combine milk, juice and banana in a blender until smooth.
2. Consider adding a few drops of purple food coloring for brighter color.

*Recipe serves 2.*

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*



# Strawberry Frozen Yogurt

1.C, 2.C 

## INGREDIENTS

- 2 cups frozen strawberries
- 8 ounces nonfat vanilla yogurt

## DIRECTIONS

1. Mix frozen strawberries with yogurt in blender or food processor; blend until smooth.

*Recipe serves 4.*

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*



# Edible Faces

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

3.B



## INGREDIENTS & MATERIALS

- Plates
- Low-fat dip or yogurt
- Cheese cubes
- Diced fruits and vegetables

## DIRECTIONS

1. Rinse and cut fruits and vegetables into small pieces.
2. Provide children with bowls of small foods (diced fruits, vegetables and cheese) and a plate.
3. Have children place food on plate to make a face.

*Please wash hands and handle food properly.*



# Watermelon Pop Stars

1.C, 2.C 

## INGREDIENTS & MATERIALS

- Watermelon
- Popsicle sticks
- Star-shaped cookie cutter

## DIRECTIONS

1. Cut watermelon in 1 inch thick slices, if not already done.
2. Use cookie cutter to cut watermelon stars from slices.
3. Insert popsicle stick into stars.
4. Place stars on an aluminum foil-lined baking sheet.
5. Cover the stars with another sheet of foil.
6. Freeze for 1 hour or until firm.

*Please wash hands and handle food properly.*

*Adapted from: Family Fun*



# Fish Tank Garden

1.B   
12.A, 13.A 

Grow plants in a clear container so children can see the growing process underground. Discuss the role of the roots and how they are connected to the rest of the plant.

## **MATERIALS**

- A clear fish bowl or clear container
- Soil
- Plant seeds

## **DIRECTIONS**

- Fill 1/3 of a clear container or fish bowl with soil.
- Plant seeds and water.
- Place the container in an area with sunlight, such as a window sill.
- Continue to keep soil moist and watch the plant grow.

*Adapted from: Kids Garden*

# Fruit and Vegetable Sorting

2.B 

1.B 

4.A, 5.A 

## MATERIALS

- Play food or real fruits and/or vegetables

## DIRECTIONS

- Organize children into a circle.
- Place fruits and vegetables in the center of the circle.
- Have children sort the fruits and vegetables by:
  - Type (fruit or vegetable)
  - Color
  - Shape
  - Size

*Adapted from: Bright Hub Education*



# Popcorn Pie

1.B   
1.B   
13.A 

## MATERIALS

- A pie plate
- Soil
- Popcorn kernels

## DIRECTIONS

- Fill a pie plate with potting soil.
- Have children plant the popcorn kernels into the pie plate with potting soil.
- Keep the soil moist to create a light green popcorn pie!

*Adapted from: Kids Garden*



# Seed, Seed, Sprout!

2.C



1.A, 2.B



1.A, 1.C






## DIRECTIONS

Have children play “Seed, seed, sprout,” instead of “Duck, duck, goose”!



# Taste Test Challenge

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



## DIRECTIONS

Ask children to try a variety of fresh foods, preferably from a local garden.

- Cut up bite-size pieces of various fresh foods.
- Create a plate for each child that includes a piece of each food.
- Ask children to discuss each food:
  - What color is it?
  - What shape is it?
  - What is its name?
- Together, try each food one at a time.
- Encourage children to take “one bite.”
- Discuss whether or not they like it.



# Pretend to be Plants

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

Ask children to pretend they are plants, following this guide:



- Stand tall, close your eyes, and ‘plant’ your feet firmly on the ground.
- Let your toes ‘grab’ the ground, and imagine they are sending roots deep into the soil in search of food and water. Feel that fuel moving up into your body.
- Let your arms reach up and feel the sun’s warmth.
- Here comes a big wind! It’s a good thing you are rooted to the ground! Bend and sway like a plant!

Ask them these questions:

- What kind of plant are you?
- Is the sun shining on you?
- Do you hear birds in the trees? What else do you hear?

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

# Take Time for Meals

2.C   
1.B, 1.C 

## MEALTIME MISSION

A healthy, balanced plate should be full of different colors. With the help of their family members, ask children to count and list all the colors provided at dinner. Then have them report back what they found the following day.



# Make Breakfast Count

2.B



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



1.A, 1.B, 1.C



Invite families to share a healthy breakfast with their toddler. In the classroom, ask family members and children to prepare Banana Pops together. Discuss the food groups included in the meal and the importance of eating a balanced breakfast every day.

## BANANA POPS

### INGREDIENTS & MATERIALS

- Popsicle sticks
- Bananas (fruit group)
- Nonfat Vanilla Yogurt (dairy group)
- Crushed graham crackers (grain group)

### DIRECTIONS

- Cut bananas in half and insert popsicle sticks.
- Dip into yogurt then roll into graham cracker crumbs.

*Adapted from: Chocolate Covered Katie*



# An Hour a Day to Play

1.A, 2.A, 2.B 

Children should get 60 minutes of physical activity daily. Play activities from the “Healthy Activity” section of the Ring of Fun or create new games. Host a family night and encourage family members to play with their children and promote active play at home.



# Make Each Plate a Healthy Plate

2.B 



2.C 

1.A, 1.B, 1.C 

Create a list of the children's favorite foods from each of the food groups.

- Use a large piece of paper and title it "Our Favorite Foods."
- Draw a plate and label with the food groups: "Grains, Proteins, Fruits, Vegetables and Dairy."
- Ask children to name their favorite foods.
- Write foods under the proper food group.
- Hang on the wall when finished to share with children and families.

# Cold Weather Fun

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





## SNOW TREASURE HUNT

Provide families and children with clues to find a treasure together. Hide items in the snow for them to find at pick-up or a family night:

- Small toys
- Special pens and pencils
- Balls
- Tubs of Play-Doh



# Build Children Up With Words

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

Design an obstacle course of simple activities to build confidence.

- Create a checklist of the activities and have the children mark them off as they finish.
- Move from simple activities like coloring a picture to more difficult activities like cutting out shapes and pasting them to paper.
- Have children take their checklist home to share their success with family members.

*Adapted from: How to Adult*



# Healthy Celebrations

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

Serve healthy snacks during holiday celebrations. Send recipes home for families and children to prepare together.

## PEACH COBBLER

### INGREDIENTS

- Peaches, fresh or canned (in 100% juice)
- Yogurt
- Crushed graham crackers

### DIRECTIONS

1. Warm peaches through on the stove or in the microwave.
2. Have children serve themselves, layering peaches and yogurt in a bowl.
3. Top with crushed graham crackers.

*Please wash hands and handle food properly.*

*Adapted from: Dannon Institute*

# Reduce Screen Time

1.A, 3.A, 3.B 

Implement a no screen time policy/rule at your site. Promote it to families by hanging posters and sending home handouts.

As an activity, ask children to draw something they could do instead of watching TV. Send their pictures home and ask families to hang it up on their television as a reminder to cut or eliminate time in front of the TV screen.

*Adapted from: Virginia Foundation for Healthy Youth*



# Growing Great Tasters



**RAINBOW FOODS WEEK:** Serve a variety of fruits and vegetables based on the color group assigned to that day:

- Monday - Purple/Blue
- Tuesday - White/Tan/Brown
- Wednesday - Red
- Thursday - Yellow/Orange
- Friday - Green


Create a chart for each child similar to the chart below. Record each new food a child tries and how much they like it. Add one star to show they tried it. Add more stars to show how much they liked it. Provide families the HCHW's "Growing Great Tasters" handout and encourage them to continue this activity at home.

*Adapted from: P.A.C.K. program*

## (Child's Name) TRIED ONE BITE!

MY NEW FOOD	TASTING ★★ ★
Blueberries	
Jicama	

# Good Rest is Best

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


## SLEEP LOG

Children 1-3 years old should sleep 12-14 hours per night. Start a sleep log for each child in your care. Have children tally in the number of hours they they are sleeping throughout the day. Send the log home and ask families to record how many hours of sleep the child gets each night. Are they getting the recommended amount?





# Water First for Thirst

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

## WATER MARCH

March children throughout the center looking for sources of water. Ask them to point out things such as:

- Sinks
- Fire hydrants
- Toilets
- Puddles
- Outside faucets
- Clouds, etc.

At the end of the march, provide cups of water and discuss the importance of drinking water to be healthy.

For homework, ask the children to count how many places they find water at home that night. Have them report back to the group the next day how many they found.

# Make Snacks Count

1.B, 1.C, 2.C 

## FROZEN YOGURT COVERED BLUEBERRIES

### INGREDIENTS & MATERIALS



- 6 ounces blueberries
- 6 ounces low fat Greek yogurt (any flavor)
- Small bowl
- Small baking sheet
- Parchment or wax paper

### DIRECTIONS

1. Line a small baking sheet with parchment or wax paper.
2. Rinse the blueberries and place into a small bowl.
3. Add yogurt to bowl. Mix the yogurt and blueberries together until all the blueberries are coated.
4. Spoon blueberries onto the baking sheet and freeze for at least one hour.

*Adapted from: Family Fresh Meals*

# Welcome Breastfeeding

1.A, 2.B   
15.A 

Read a book to the children about breastfeeding, such as “Mama’s Milk” by Michael Elsohn Ross. Create a discussion how all mammals breastfeed.

## **ALL MAMMALS BREASTFEED**

### **DIRECTIONS**

- Show children photos of different mammals with their young.
  - Examples – bears, camels, dogs, cats, dolphins, sheep, elephants, pandas, rabbits, monkeys, pigs, horses, etc.
- Have children act out the mammal, first big like the mother and then small like the child.
- Take photos and create a collage to share with families.



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

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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).