

## Teaching Cues

- Watch where you move by keeping your head up and eyes alert.
- Move safely and avoid collisions.
- Touch the number of cones shown on the card.

## Standards Addressed

- Make logical connections for comparison
- Participate in physical activity
- Choose lower Calorie and lower fat foods

## SEL Competencies

### Self-Awareness

Self-efficacy

### Self-Management

Self-regulation

### Responsible Decision-Making

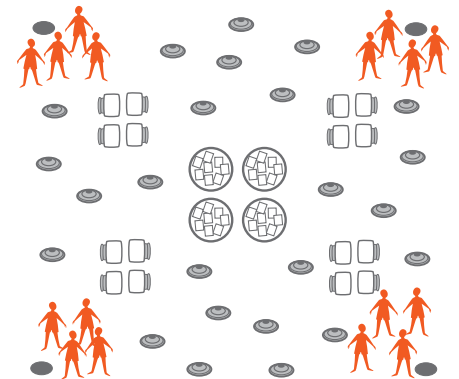
Evaluating

## READY

- 1 [spot marker](#) per group (for group boundary markers)
- 24 half [cones](#)
- 4 [hoops](#)
- [Calories Count Playing Cards](#) ([SPARKfamily.org](http://SPARKfamily.org))
- Music and player (optional)

## SET

- Create a safe activity area by ensuring there is enough floor space to be physically active.
- Scatter half cones randomly throughout the activity area.
- Place *Calories Count Playing Cards* in 4 hoops arranged in the center of the area.
- Create groups of 2-6 students, each at their own boundary spot marker around the perimeter.



## GO!

### 1. Lesson Objective

- The object of **Calories Count** is for your group to burn calories by collecting as many *Calories Count Playing Cards* as possible. You'll do that by sending 1 group member to the center hoops to pick up 1 card, then returning to the group with the card.

### 2. Instructions

- On the start signal, send 1 group member to the center to collect 1 card.
- On returning, all group members read the card, then move to touch the number of cones listed on the card.
- Everyone moves at the same time, and each person must touch the number of cones given.
- When finished, return to your group's boundary marker, keep the completed card, then send someone new to collect another card.
- Continue until you hear the stop signal.

### 3. Challenges

- How many cards can your group collect?
- Can you skip (*hop, side slide, etc.*) while touching cones?

# Calories Count

## Reflection Questions

- Did the number of Calories change the number of spots touched? Why?
- What does this teach us about the foods we choose to eat?
- Why is physical activity good for you?

## Mind/Body Connection

### **The brain is 60% fat, build it with good fat**

Most brain fats are polyunsaturated, which help maintain flexible membranes able to transmit and receive information. Trans fats and saturated fats can actually displace the good fats in the brain creating stiff membranes instead of flexible ones.

## Home Play

Nutrient dense foods often contain important vitamins and minerals in addition to Calories. Empty Calorie foods often have a lot of Calories with little or no vitamins or minerals.

Go to the grocery store with a family member and try to pick out healthful, nutrient dense foods. They'll fuel your body for fun!

## Teaching Tips

- Start slow. In order to stay safe and have fun, have students walk as they touch cones.
- Music motivates students and is a great start/stop signal. Students begin when the music starts and freeze when it stops.

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## Teacher Reflection

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