





# Module One - A Balanced Team

This module lays the foundation for all of the concepts included in the program. Through an emphasis on teamwork, participants are introduced to the primary objective that improving nutrition (“Energy In”) and increasing daily physical activity (“Energy Out”) create a **winning team** that keeps us healthy.

The After-school Program from  
Action for Healthy Kids and National Football League

## Activity Overview — Activities estimated at 30 to 40 minutes each

ACTIVITY	DESCRIPTION	OBJECTIVES
<b>1. ReCharge! Student Playbook</b>	<p>The Playbook will be students’ very own <b>ReCharge!</b> journal to keep notes, information and tips that they learn throughout the program. It’s also a way to connect important <b>ReCharge!</b> concepts and student work to parents and other family members.</p>	<ul style="list-style-type: none"> <li>• Introduce <b>ReCharge!</b> to students</li> <li>• Express what they learn in <b>ReCharge!</b></li> <li>• Personalize and record concepts related to healthy eating and physical activity</li> <li>• Promote school-to-home communication</li> <li>• Reinforce language and visual arts skills</li> </ul>
<b>2. Teamwork Soup</b>	<p>Students work in teams to keep balloons in the air, discuss the ingredients of successful teamwork, and create their own recipe, rap, poem, dance or skit about teamwork.</p>	<ul style="list-style-type: none"> <li>• Describe and practice the components of successful teamwork</li> </ul>
<b>3. Five Food Groups Roster</b>	<p>Students pass and try to keep a ball in a circle to demonstrate the importance of eating from all Five Food Groups. Using food models, they group themselves into the Five Food Groups and discuss each group’s role in keeping them healthy.</p>	<ul style="list-style-type: none"> <li>• Name the Five Food Groups and give examples of foods from each food group</li> <li>• Explain how foods from all Five Food Groups work as a team to create a balanced, nutritious diet</li> <li>• Define Combination Foods and their role in a balanced, nutritious diet</li> <li>• Explain that “Others” foods are not part of the Five Food Groups and that they are okay sometimes, but they do not contribute to a nutritious diet</li> </ul>
<b>4. Tossing for a Team</b>	<p>After spelling <i>TEAM</i> with their bodies, students create and keep a yarn web tight, and then discuss the importance of teamwork. Physical activity and good nutrition are introduced as a team that helps students stay healthy.</p>	<ul style="list-style-type: none"> <li>• Describe how improving nutrition (“Energy In”) and increasing daily physical activity (“Energy Out”) create a winning team to keep us healthy</li> <li>• Describe and practice the components of successful teamwork</li> </ul>
<b>5. Two-Ball Juggling Relay</b>  	<p>Students practice tossing balls in the air and catching them while moving, then use this skill in a relay with a goal of making at least three catches each time they run.</p>	<ul style="list-style-type: none"> <li>• Describe how improving nutrition (“Energy In”) and increasing daily physical activity (“Energy Out”) create a winning team to keep us healthy</li> <li>• List examples of ways to get “Energy Out” and be physically active</li> <li>• Define a goal</li> <li>• Discuss the importance of goal-setting to improve nutrition (“Energy In”) and increase daily physical activity (“Energy Out”)</li> </ul>

ACTIVITY	DESCRIPTION	OBJECTIVES
<b>6. “Energy In-Energy Out” Tag</b>	Students try to keep a knot balanced over an “Energy In-Energy Out” zone during a tug-of-war game, and then play “Energy In-Energy Out” Tag. Afterwards, they talk about the importance of balancing what they eat (“Energy In”) with physical activity (“Energy Out”).	<ul style="list-style-type: none"> <li>• Describe the benefits of balancing nutrition (“Energy In”) with physical activity (“Energy Out”)</li> <li>• Describe what it means to be physically active or to get “Energy Out”</li> <li>• State that young people need at least one hour of daily physical activity to get enough “Energy Out”</li> <li>• Participate in an “Energy Out” physical activity</li> </ul>
<b>7. Fueling with the Five Food Groups</b>	After playing with and passing hula hoops, students balance a hula hoop with fewer and fewer students to demonstrate that a balanced diet includes all Five Food Groups.	<ul style="list-style-type: none"> <li>• Name the Five Food Groups and give examples of foods from each food group</li> <li>• Explain how foods from all Five Food Groups work as a team to create a balanced, nutritious diet</li> <li>• Participate in an “Energy Out” physical activity</li> </ul>
<b>8. “Energy In!” The Five Food Groups</b>	After gathering Five Food Groups foods in a fun relay, students review each food group, its health benefits and recommended servings. The <b>Rookie Tracker</b> is introduced at the end of the activity.	<ul style="list-style-type: none"> <li>• Name the Five Food Groups and give examples of foods from each food group</li> <li>• Explain how foods from all Five Food Groups work as a team to create a balanced, nutritious diet</li> <li>• Define Combination Foods and their role in a balanced, nutritious diet</li> <li>• State the number of servings needed from each of the Five Food Groups every day</li> <li>• Explain that “Others” foods are not part of the Five Food Groups and that they are okay sometimes, but they do not contribute to a nutritious diet</li> </ul>
<b>9. Five Food Groups Search and Rescue</b>  	While racing against the clock, students use agility and critical-thinking skills as they strategically work with their team to gather foods from all Five Food Groups.	<ul style="list-style-type: none"> <li>• Describe how improving nutrition (“Energy In”) and increasing daily physical activity (“Energy Out”) create a winning team to keep us healthy</li> <li>• Explain how foods from all Five Food Groups work as a team to create a balanced, nutritious diet</li> <li>• State the number of servings needed from each of the Five Food Groups every day</li> <li>• State that young people need at least one hour of daily physical activity to get enough “Energy Out”</li> <li>• Participate in an “Energy Out” physical activity</li> </ul>
<b>10. “Energy In-Energy Out” Collage</b>	Using magazine pictures, students create a collage of nutritious “Energy In” foods and physical activities that use “Energy Out.”	<ul style="list-style-type: none"> <li>• Describe the benefits of balancing nutrition (“Energy In”) with physical activity (“Energy Out”)</li> <li>• Name the Five Food Groups and give examples of foods from each food group</li> <li>• Explain that “Others” foods are not part of the Five Food Groups and that they are okay sometimes, but they do not contribute to a nutritious diet</li> <li>• List examples of ways to get “Energy Out” and be physically active</li> <li>• State that young people need at least one hour of daily physical activity to get enough “Energy Out”</li> <li>• Participate in an “Energy Out” physical activity</li> </ul>

Many of the activities within Module 1 are supported by fun **Blackline Masters (8 – 12 for Module 1)** that can be found in the pocket at the end of each module. The “Locker Room” section of each activity lists **Blackline Masters** that support the activity.