





# Module Two - Nutrition Plays

Building on the core concepts learned in earlier **ReCharge!** activities, participants learn more about how “Energy In” and “Energy Out” create a winning team that keeps us healthy. In doing so, they learn more specific information to help them make nutritious choices throughout the day, as well as incorporate skill-building and healthy practices into their daily physical activity.

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

## Activity Overview — Activities estimated at 30 to 60 minutes each

ACTIVITY	DESCRIPTION	OBJECTIVES
<b>11. “Energy In”: Scoring for Good Nutrition with the Five Food Groups Lineup</b>	Students arrange themselves in an offensive lineup and compare it to scoring for good nutrition. In a team relay, they create their own Five Food Groups lineup.	<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>State the number of servings needed from each of the Five Food Groups every day</li> <li>Describe and practice the components of successful teamwork</li> </ul>
<b>12. Dash, Drop and React</b>  	After a period of free play, students use speed, balance and coordination in an “Energy Out” drill in which they run up, drop a ball, catch it and run back.	<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 the benefits of balancing nutrition (“Energy In”) with physical activity (“Energy Out”)</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> <li>Participate in “Energy Out” skills that combine teamwork, coordination, skill, agility and balance</li> </ul>
<b>13. Serving Up Nutrition</b>	Students compare the portions of foods they serve themselves to the serving sizes listed on food packages.	<ul style="list-style-type: none"> <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>Measure and compare food portions to the serving sizes on food package labels</li> <li>Explain that paying attention to portion size is one way to help balance “Energy In” with “Energy Out”</li> </ul>
<b>14. “Energy Out”: Diamond Relay</b>	Students practice and use different moves in a diamond relay, then discuss and compare the amount of time spent being active to the hour of physical activity they need each day.	<ul style="list-style-type: none"> <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> <li>State the importance of warming up before and cooling down after participating in physical activity</li> <li>Participate in “Energy Out” skills that combine teamwork, coordination, speed, agility and balance</li> </ul>
<b>15. Breakfast Huddles</b>	Students decide whether different groups of foods are nutritious breakfast choices and then execute a “Run and Leap for Nutritious Breakfast Foods” play after they confer in “breakfast huddles.”	<ul style="list-style-type: none"> <li>Participate in an “Energy Out” physical activity</li> <li>Name nutritious breakfast foods from the Five Food Groups</li> <li>Describe a nutritious breakfast as having foods from at least three of the Five Food Groups</li> </ul>

ACTIVITY	DESCRIPTION	OBJECTIVES
<b>16. Breakfast Combos Football Toss</b>	After taking a breakfast poll and discussing what makes a healthy "Energy In" breakfast, students create three-food groups breakfast combinations and set a group goal of eating breakfast every day for a week.	<ul style="list-style-type: none"> <li>Name nutritious breakfast foods from the Five Food Groups</li> <li>Describe a nutritious breakfast as having foods from at least three of the Five Food Groups</li> </ul>
<b>17. Intercepting Nutritious Snacks</b>	After making observations about their snack choices, students practice throwing and catching a football and apply what they learn about healthy snacks in a fun football "keep-away" game. The <b>Veteran Tracker</b> is introduced.	<ul style="list-style-type: none"> <li>Explain that "Others" foods are not part of the Five Food Groups and that they are okay sometimes, but do not contribute to a nutritious diet</li> <li>Explain that paying attention to portion size is one way to help balance "Energy In" (nutrition) with "Energy Out" (physical activity)</li> <li>Name nutritious snacks from the Five Food Groups</li> <li>Participate in "Energy Out" skills that combine teamwork, coordination, speed, agility and balance</li> <li>Set a personal goal that teams up nutrition ("Energy In") and physical activity ("Energy Out")</li> </ul>
<b>18. After-school Training Camp</b>  	After completing a series of drills similar to what football players might do, students act out a football story.	<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 the benefits of balancing nutrition ("Energy In") with physical activity ("Energy Out")</li> <li>List examples of ways to get "Energy Out" and be physically active</li> <li>Participate in an "Energy Out" physical activity</li> <li>State the importance of warming up before participating in physical activity</li> <li>Participate in "Energy Out" skills that combine teamwork, coordination, speed, agility and balance</li> </ul>
<b>19. Design a Super Bowl Cereal Box</b>	After a quick recap of concepts taught in <b>ReCharge!</b> , students design Super Bowl cereal boxes that reflect what they have learned about nutrition, physical activity and teamwork.	<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>Name the Five Food Groups and examples of foods from each group</li> <li>State that young people need at least one hour of daily physical activity to get enough "Energy Out"</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> <li>Describe and practice the components of successful teamwork</li> </ul>
<b>20. Keeping Your Eye on the Goal</b>	Students work in teams to rebuild a simple structure using only verbal instructions, and relate the activity to goal-setting.	<ul style="list-style-type: none"> <li>Describe how improving nutrition ("Energy In") and increasing physical activity ("Energy Out") create a winning team to keep us healthy</li> <li>State that young people need one hour of physical activity to get enough "Energy Out" every day</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> <li>Describe and practice the components of successful teamwork</li> </ul>

Many of the activities within Module 2 are supported by fun **Blackline Masters (13a – 18 for Module 2)** that can be found in the pocket at the end of each module. The "Locker Room" section of each activity lists any **Blackline Masters** that support the activity.