



# Recess

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# Objectives

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- Use key recess resources
- Learn about the national guidance and strategies for supporting recess in schools, specifically *Strategies for Recess in Schools* and *Recess Planning in Schools*
- Draft a written recess plan



# Module Agenda

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- Module Introduction
- Recess: Definitions, Policies and Strategies
- Putting It Into Practice: Action Planning for Recess
- Closing



# Recess: Definitions, Policies and Strategies

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# Recess on TV

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 <https://www.youtube.com/watch?v=jvRlyA3uUW0>

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# Definition of Recess

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- A regularly scheduled period within the school day for physical activity and play that is monitored by trained staff or volunteers.
- Recess is a period of time when students are encouraged to be physically active and engaged with their peers in activities of their choice, at all grade levels, kindergarten through 12th grade. Recess on TV – Slide 5
- Watch the video of the opening credit of Disney's Recess (1 minute): [Recess on TV](#)
- What did you see that does *not* constitute recess?
  - ✓ What do you think recess should be?



# Benefits of Recess

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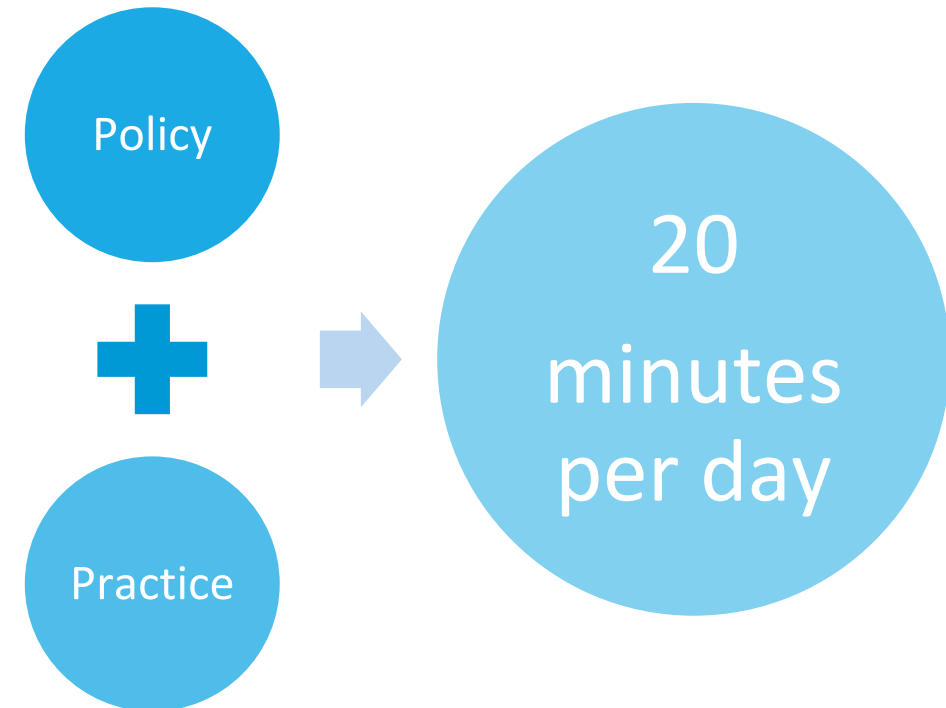


- Improving students' social and emotional development (e.g., learning how to share and negotiate).
- Improving students' memory, attention, and concentration.
- Helping students stay on-task in the classroom.
- Reducing disruptive behavior in the classroom.
- Increasing students' level of physical activity.





# National Guidance on Recess





# National Guidance on Recess

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- Provide all students in kindergarten through 12<sup>th</sup> grade with at least 20 minutes of recess daily (or a similar daily period of physical activity).
- Prohibit the replacement of physical education with recess or the use of recess to meet time requirements for physical education policies.
- Provide schools and students with adequate spaces, facilities, equipment, and supplies for recess.
- Ensure that spaces and facilities for recess meet or exceed recommended safety standards.
- Prohibit the exclusion of students from recess for disciplinary reasons or academic performance in the classroom.
- Prohibit the use of physical activity during recess as punishment.
- Provide recess before lunch.
- Provide staff members who lead or supervise recess with ongoing professional development.



# Reflection

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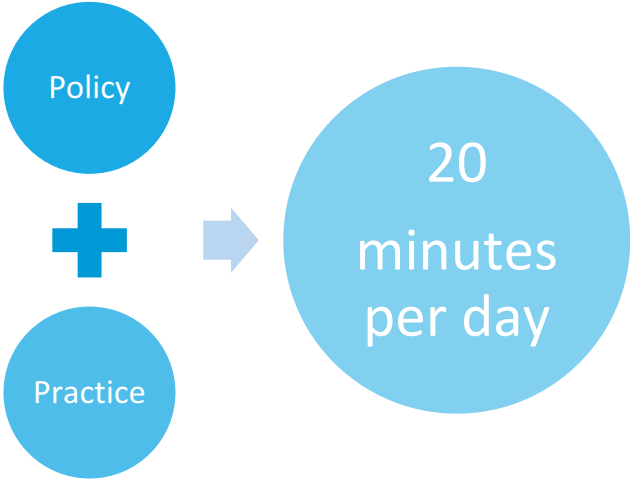
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# National Guidance on Recess



# Categories

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# Category 1: Make Leadership Decisions



- Identify and document recess policies.
- Put documented recess policies into practice and revise as needed.
- Develop a written recess plan.
- Designate spaces for outdoor and indoor recess.
- Establish weather guidelines to ensure student safety.
- Train school staff and volunteers for recess.



## Category 2: Communicate and Enforce Behavioral and Safety Expectations

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### Communicate and Enforce Behavioral and Safety Expectations

- 7. Establish and communicate behavior management strategies
- 8. Teach conflict resolution skills
- 9. Ensure that recess spaces and facilities meet recommended safety standards



- Establish and communicate behavior management strategies.
- Teach conflict resolution skills.
- Ensure that recess spaces and facilities meet recommended safety standards.



# Category 3: Create an Environment Supportive of Physical Activity During Recess

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## Create an Environment Supportive of Physical Activity During Recess

- 10. Provide adequate physical activity equipment
- 11. Add markings to playground or physical activity areas
- 12. Create physical activity zones
- 13. Provide planned activities or activity cards
- 14. Provide a combination of recess strategies



- Provide adequate physical activity equipment.
- Add markings to playground or physical activity areas.
- Create physical activity zones.
- Provide planned activities or activity cards.
- Provide a combination of recess strategies.



# Category 4: Engage the School Community to Support Recess

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## Engage the School Community to Support Recess

- 15. Establish roles and responsibilities for supervising and facilitating recess
- 16. Involve students in planning and leading recess
- 17. Mobilize parents and others in the school community to support and sustain recess at school



- Establish roles and responsibilities for supervising and facilitating recess.
- Involve students in planning and leading recess.
- Mobilize parents and others in the school community to support and sustain recess at school





# Category 5: Gather Information on Recess

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## Gather Information on Recess

- 18. Track physical activity during recess
- 19. Collect information on recess to show the effect on student and school outcomes



- Track physical activity during recess.
- Collect information on recess to show the effect on student and school outcomes.



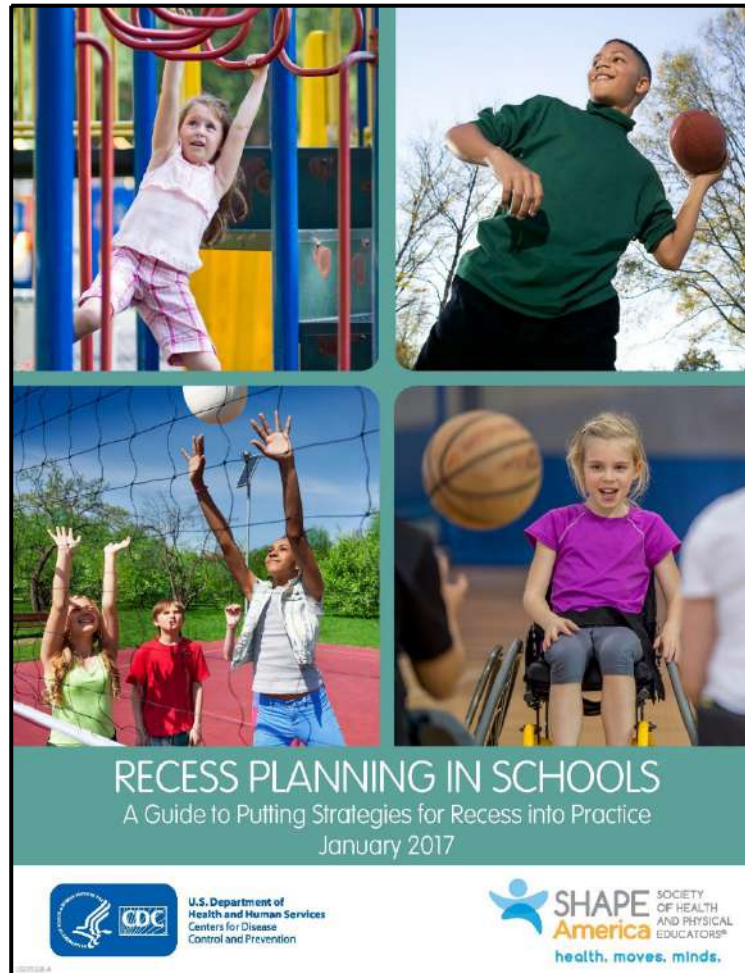
# Putting It into Action

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Action Planning for Recess

# Recess Planning in Schools

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# Using the Guide

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- Use questions to identify what is currently in place.
- Discuss and select strategies to strengthen recess.
- Document how schools will implement the strategies.
- Identify relevant resources.





# Activity: Role Playing

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# Scenarios

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- **Scenario 1:** Holmes Junior High School is a rural school in South Dakota serving low-income students in grades 5-8. Last year, their school's wellness council was reinstated after many years of inactivity. The wellness council completed the School Health Index and determined that one of their goals for the 2017-2018 school years is to begin having daily recess for all grade levels. They've started writing out a policy and a plan, but the council is concerned about weather and safety guidelines and ensuring they have adequate space for recess. This is a new initiative for them, so their goal is to ensure the students have a safe space to have recess no matter the weather.
- **Scenario 2:** Chen Elementary is in Miami, Florida serving students in grades K-5, and they are practically experts at recess! They have held daily 20 minute recess for all students for the last five years and have strong policies and guidelines around recess (both indoor and outdoor), weather, safety and supervision. However, their school board is considering a schedule change that would make it difficult to continue with their daily recess practices. Administrators want to track the physical activity that's happening during recess and collect information on recess in order to make the case to the school board about why keeping daily recess is so important at their school.
- **Scenario 3:** Monroe High School is a large urban school in Chicago serving students in grades 9-12. They have a student-led wellness team that is interested in figuring out ways to provide more periods of physical activity during the day. The wellness team polled students and found that students wanted areas around the campus where they could go to do physical activity. With that in mind, they want to figure out ways to designate physical activity zones and stock the areas with adequate equipment and activity cards.



# Debrief

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- What went well?
- What were some challenges?
- What questions do you have?



# Closing: Next Steps in Motion

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What will you take back with you?