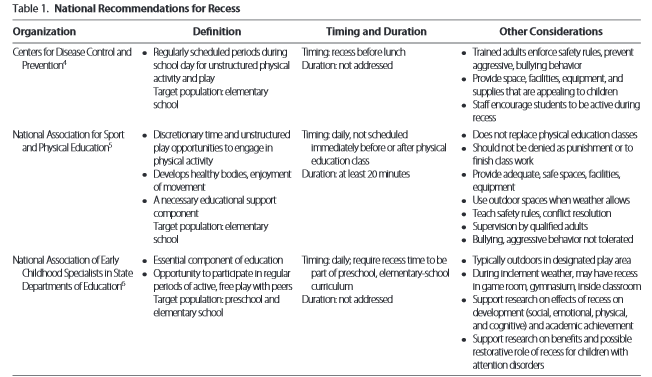
**Recess Resources**

**From Researchers, Experts, and National Organizations**

* <http://www.tandfonline.com/doi/abs/10.1080/00220679809597584?journalCode=vjer20>
  + **1998** research on impact of recess on classroom behavior
    - Within subjects design
      * Differed on recess and non-recess day, becoming more on task and less fidgety when they had recess
    - 60% of children (including all 5 with ADD & balance of boys & girls) benefited
      * They worked more or fidgeted less (or both) on recess days
  + **Recess** – break in whatever one is doing “a period of time away from the task at hand; an interlude, a change of pace”
    - Adult equivalent of recess, the coffee break, is an opportunity to move around and to socialize
  + “The need for schoolchildren to be physically active, to talk with peers, and to play freely”
    - Recess is i**nternationally important**
  + For schools that may have PE and not recess, when the students have PE at the beginning of the day it does not allow them to have an instructional break
    - They also do not get to move freely and interact spontaneously
  + Jambor and Guddemi (1992) and Pellegrini (1995**) ID 3 major arguments that schools have to justify the abolition of recess** 
    - 1. There is no time for recess because more instructional time is needed to raise test scores
    - 2. Recess disrupts the work patterns of children, causing high levels of excitement and subsequent inattentiveness
    - 3. Recess encourages aggression and anti-social behavior
  + Pellegrini and Bjorklund & Smith (1993, 95, 97) ID several ideas to support recess as useful instructional practice
    - **Surplus of energy** – Herbert Spencer in 1898 accumulates when one is engaged in sedentary activities and that an opportunity for physical activity is needed to blow off steam or use the surplus energy
    - **Novelty arousal** theory – persons function better when they have a change of pace – when they become **habituated** in an activity they become bored and seek novelty
    - Principle of **massed vs. distributed practice** – memory recall improved when learning is spaced rather than massed (distributed over time)
    - **Recess could be seen as spacing between time**
* A Research-Based Case for Recess.

<http://www.playworks.org/sites/default/files/US-play-coalition_Research-based-case-for-recess.pdf>

* Journal of School of Health – Crucial role of recess in schools 2009 <http://www.ohioactionforhealthykids.org/wp-content/documents/CrucialRoleOfRecess.pdf>
  + Reallocating time to accentuate academic concerns is a growing trend and has put recess at risk
  + At the same time pressure to increase activity in school has come from efforts to combat childhood obesity
  + Themes of the articles supported recess as beneficial for children’s cognitive, social, emotional, and physical functioning
    - Optimal recess = well-supervised & safe
    - Crucial components = well-maintained playground equipment & well trained supervisors
  + “Recess is a complement to, not a replacement for, physical education. Both promote activity and a healthy lifestyle”
    - Recess (unstructured & free play) provide unique contribution to child’s creative, social and emotional development
    - Should not be withheld as punishment
    - The **longest recess time is in rural areas, shortest in cities, shortest for schools where 75% of kids qualify for free lunch**
* <http://pediatrics.aappublications.org/content/131/1/183.full> Pediatrics
  + Pediatrics stance on importance of recess – various benefits (social, cognitive, physical)
    - Structured vs. Unstructured recess
    - Time to rest, play, imagine, think, move and socialize
    - Students are more attentive and better able to perform cognitively after recess
    - Helps young children to develop social skills that are otherwise not acquired in the more structured classroom environment
  + Many schools wellness councils adopt “Recess before lunch” stemming from studies that examine food waste by students in relation to timing of recess – CDC supports
    - Japan primary children have 10-15 minute break every hour – fact that attention spans begin to wane after about 40-50 minutes of intense instruction
  + **Recommendations for recess** 
    - Necessary break
    - Cognitive processing and performance depend on regular breaks from concentrating
    - Recess is complement to, not a replacement for physical education
    - Recess can serve as a counterbalance to sedentary time and contribute to recommended 6 0minutes of moderate to vigorous activity/day (AAP)
    - Structured or unstructured, recess should be safe & supervised
    - Peer interactions during recess are a unique complement to classroom
      * Communication, negotiation, cooperation, sharing, problem solving, coping
* <http://www.learningfirst.org/cutting-physical-education-and-recess-troubling-trends-and-how-you-can-help> Cutting PE and Recess: Troubling Trends & How You can Help
  + **2001 passage of No Child Left Behind Act** 
    - Schools have struggled to find ways to meet act’s rigorous assessment standard
    - Cut PE/Recess or time withheld as punishment or extra tutoring
  + **National PTA** – resolution on recess (<http://www.pta.org/about/content.cfm?ItemNumber=3954>)
  + National Association for Sport and Physical Education recommend 20 min of recess
  + Robert Wood Johnson Foundation 2007 36% of children receive the recommended amount of physical activity
  + American Academy of Pediatrics ‘recess crucial & necessary component to child’s development’
  + National Wildlife Federation Initiative to get 10 million more American children outside since they spend only minutes/day outside but as much as 7 hours in front of computer/TV
  + Few efforts at a national, state, or district level promoting the adoption of policies supporting recess or PE
    - National Institute of Health – report that recess more likely to be scheduled at schools/in districts/states with a recess policy in place
    - FIT Kids Act – contact congress on Fitness Integrated with Teaching Kids Act
    - NFL Back to Sports – encourage students to join sports teams & get active
    - Fire Up Your Feet by Safe Routes to School National Partnership and Kaiser Permanente
    - Let’s Move – 60 min of physical activity while raising money for schools
* <http://www.nctq.org/docs/school_recess_classroom_behavior.pdf> School recess and group classroom behavior
  + Findings: 8-9 year olds having at least 1 daily recess period of more than 15 minutes was associated with better teacher’s rating of class behavior scores
* <http://www.sciencedirect.com/science/article/pii/S1750946711000560>
  + Students with Autism Spectrum Disorder recess is helpful in allowing them to socialize more with peers and practice social interactions
    - Peers are models of target behavior or therapists with an active role in promoting and reinforcing target behavior
* <http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=3120>
  + This list the existing policies for every state
  + Lists:
    - General Physical Activity Requirement
    - Recess or Physical Activity Breaks
    - Recess Before Lunch
    - Walking/Biking to School
* <http://www.cdc.gov/healthyschools/npao/pdf/LWP_Recess_Brief.pdf>
  + CDC Supporting Recess in Elementary Schools
    - Can improve children’s physical, social & emotional well-being and enhance learning
    - Can help children to meet the goal of 60 minutes of physical activity every day
      * (Recommended by the US Department of Health & Human Services)
  + What actions have school districts & states taken? (2011-2012 BTG Study)
    - Districts:
      * 60% of districts had no policy regarding daily recess for elementary schools
      * 22% required daily recess for elementary school students
      * 18% recommended daily recess
        + Less than 1/3 encouraged at least 20 minutes
      * <7% required set amount of time for physical activity
        + 2/3 included recess in definition of PA
      * 3% suggested specific amount of time for PA through school
    - State:
      * 5 states required daily recess for elementary school students
        + 1 required at least 20 minutes
      * 8 states recommended daily recess
        + 2 states recommended at least 20 minutes
      * 10 states required a set amount of time for physical activity
        + ½ included recess in definition of PA
      * 4 states recommended a specific amount of time for PA through school
  + Lists suggested actions that schools districts and states can make to improve recess
* <http://news.stanford.edu/news/2015/february/recess-benefits-school-021115.html>
  + Recess may help kids feel more engaged, safer and positive about the school day
  + Recess can promote a positive school climate that is linked to attendance and achievement (especially in low income elementary schools)
  + 4 key elements for students:
    - Physical and emotional safety at school
    - Positive relationships with peers and adults
    - Support for learning
    - Institutional environment that fosters school connectedness & engagement
  + The quality of recess does play a role
    - Adults are important to the recess experience
    - Well-run & well-organized recess seems to be better
* <http://files.eric.ed.gov/fulltext/EJ945713.pdf>
  + Spring 2011 – Recess Makes Kids Smarter
  + Parent says that nowadays, kids don’t know how to socialize among other groups
  + Trend of recess cuts dates back to the late 80s, but the No Child Left Behind Act accelerated it
    - Main concerns with recess have been instruction time, safety, lack of supervision, and subpar playground equipment
  + All work no play has not settled well with **parents and teachers**
  + Bringing back recess has been prompted by the obesity epidemic & Michelle Obama’s spotlight on childhood health
    - New brain research showing links between physical activity and learning
    - Coaches setting up new games that make recess run more smoothly
    - Parents banding together with teachers to change policy
  + The decision of whether or not to have recess is usually a local school decision
  + 2/3 of principals report taking away recess as punishment for behavior problems or not finishing work “The State of Play” 2009 survey
  + Recess has taken hardest hit in urban areas & less likely to get recess for African Americans (39% don’t get recess; 15% of whites)
    - Living below poverty line (44% poor children; 17% others)
    - Struggling academically (25% scored below mean on standardized test; 15% who scored above)
    - 2003 Research issue of “Teachers College Record”
  + ¾ **Parents** say that recess should be mandatory
    - Survey by the “National Parent Teacher Association”
  + 8/10 **Principals** 2009 say recess has a positive impact on academic learning
  + Ultimate goal in many states is to pass legislation so that recess could not be eliminated by individual schools
  + Improving Recess for better supervision and equipment
    - **Teachers** in schools that partner with Playworks said that they reclaim up to 40 instructional hours/year because students return without the same drama from recess
  + It is important that kids have free time to play outside of adult parameters