



# How Do We Save Recess?

March 27, 2014 1:00 p.m. Eastern

Mary Haley, Action for Healthy Kids

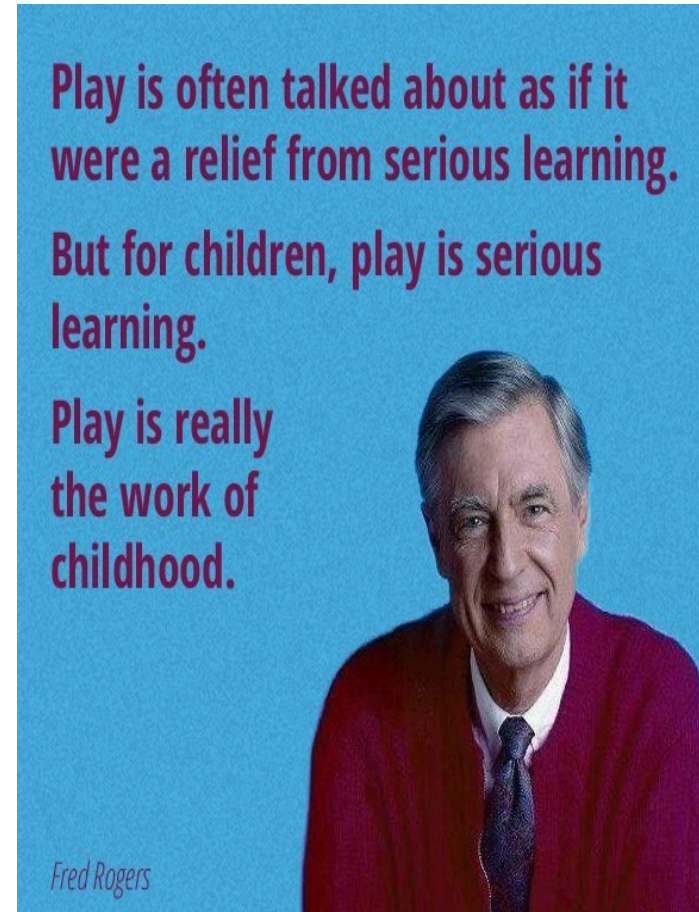
Amy Moyer, Action for Healthy Kids

Annie Lionberger, Chicago Public Schools

John Kitchens, CSX Transportation

# Recess: A Thing of the Past?

- Children organize their own games, play, run, chase, explore.
- Children have more freedom to choose what they want to do and with whom.
- In 1989 NAESP survey, 96% of districts had recess.
- Since NCLB, recess cut in more than 20% of those schools.



# Recess: A Social Justice Issue?

- 2002: 79% of students had recess, but...
  - Only 61% of African American students, 75% of other minority student
  - Compared to 85% of white students
- 56% of those living below poverty line had recess, compared to 83% living above poverty line



# Recess: Impact of Policy

- Surveys of school admins during 2006-2007, through 2008-2009 school years
- 47 states, 690 districts, 1,761 schools
- Results:
  - Schools located in states with laws encouraging daily recess were significantly more likely to have 20 minutes of recess daily District policies were not significantly associated with school-level recess
  - Adequate PE time was inversely associated with recess and vice versa suggesting that schools are substituting one form of physical activity for another rather than providing the recommended amounts of both

# Recess: National Recommendations

- CDC: Children should have 60 minutes of physical activity a day
- NASPE: all elementary school children should be provided with at least one daily period of recess of at least 20 minutes in length
  - Supported by various national and state health & education organizations, including the CDC
- NAESP: Principals should promote the development and maintenance of appropriately supervised free play for children during the school day



# Recess: Structure

- Time – at least 20 mins daily
- Equipment, Play Space and Games
- Rules – positive, simple and clear
- Staff – fun, actively engage students
- Transitions – effective, safe, and fun
- Student Empowerment – lead own play
- Positive School Environment – high fives, fist bumps and encouraging statements
- Indoor recess – allows students to play actively



# Recess: Being an Advocate

- AFHK:
  - State Teams: advocate for state level policy supporting recess
  - School Grants: available funding goes to support equipment purchases, play space rejuvenation, trainings, indoor recess kits, fitness tracks/stations, running/walking clubs
  - Parents: Educate and empower parents through AFHK Parent Leadership Series



# References

- Pellegrini, A.D. & Bohn, C.M. (2005). The role of recess in children's cognitive performance and school adjustment. *Educational Researcher*, 34(1), 13-19.
- Roth, J., Brooks-Gunn, J., Linver, M., & Hofferth, S. (2002). What happens during the school day? Time diaries from a national sample of elementary school teachers. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 11018.
- Slater, S., Nicholson, L., Chirqui, J., Turner, L., Chaloupka, F. (2012). The Impact of State Laws and District Policies on Physical Education and Recess Practices in a Nationally-Representative Sample of U.S. Public Elementary Schools. *Arch Pediatr Adolesc Med.*, 166(4): 311–316.
- Playworks: [www.playworks.org](http://www.playworks.org)
- NASPE: [www.aahperd.org](http://www.aahperd.org)





---

# HEALTHY CPS

— OFFICE OF STUDENT HEALTH & WELLNESS —

CHICAGO  
PUBLIC  
SCHOOLS | CPS

RESTORING  
RECESS

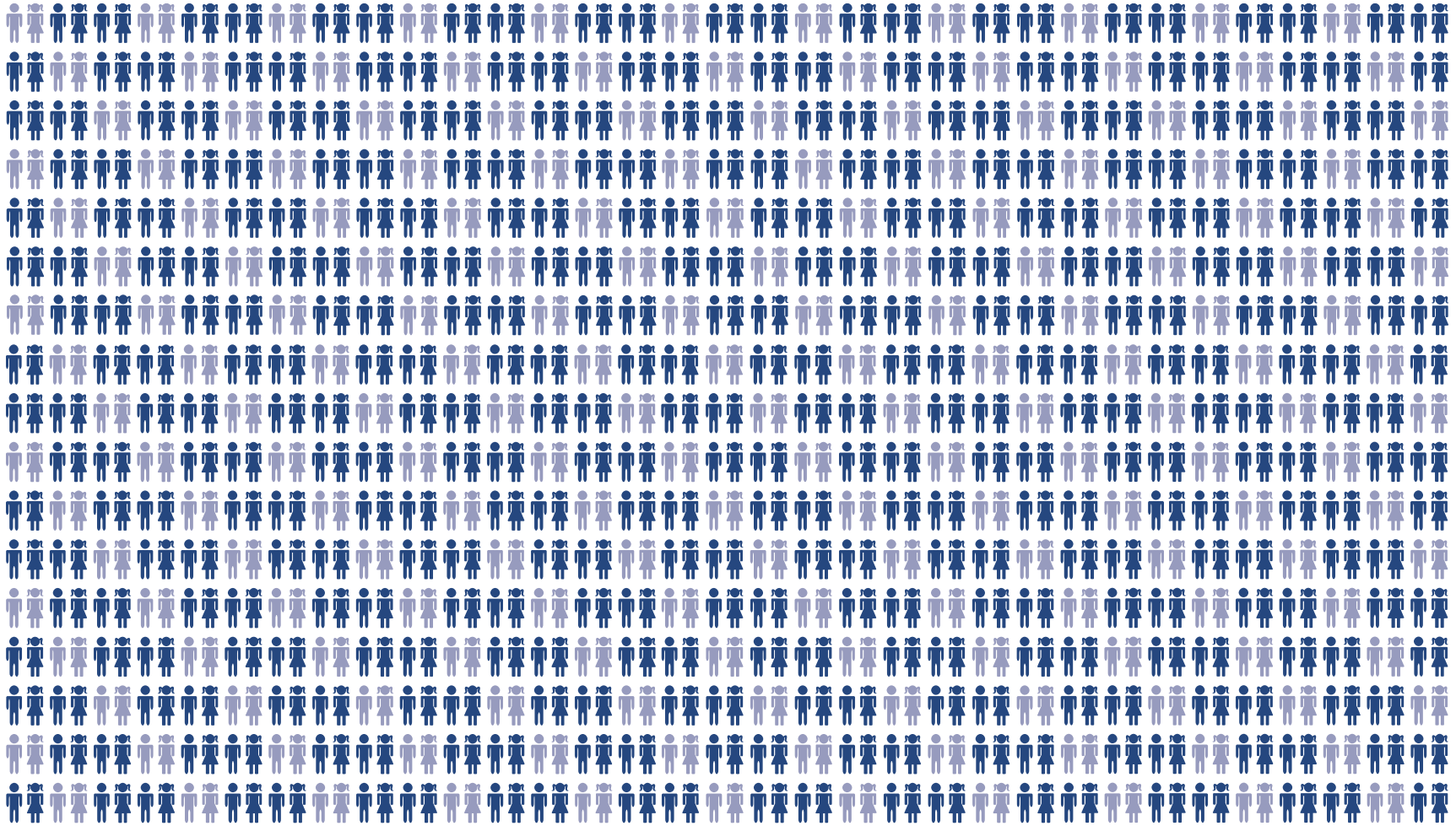


# 400,000 CPS STUDENT ENROLLMENT





# NEARLY HALF OF CPS STUDENTS ARE OVERWEIGHT OR OBESE





# 87% ARE ENROLLED IN MEDICAID





## RECESS IN CHICAGO PUBLIC SCHOOLS

- » The 2012-2013 school year marks first time all elementary schools have had daily recess since 1978
- » Daily recess had not been a standard part of the school day in over 30 years
- » CPS Full School Day provided the opportunity for recess during the day





## CODIFYING RECESS REQUIREMENTS

CPS *Local School Wellness Policy* adopted October 2012 stipulates that recess shall:

- » Consist of activities that promote physical activity and social skill development
- » Be held on a daily basis for at least 20 minutes in length
- » Occur during non-instructional time
- » Be held before lunch (District recommendation)
- » Not be withheld as punishment
- » Engage all students
- » Be included in students' IEP or 504 plan, when necessary



## WHAT IS LEARNWELL?

LearnWELL is an initiative to support schools in aligning with the Chicago Public Schools wellness policies, which promote improved health and academic performance of all students as well as healthier school environments.





## LEARNWELL CRITERIA



### LeadWELL

Convene a Wellness Team that meets quarterly



### EatWELL

Integrate nutrition education in every grade



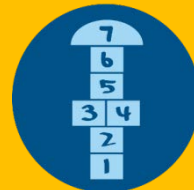
### DineWELL

Provide healthy food and drink options throughout the school day



### MoveWELL

Maximize MVPA, schedule 30 minutes of daily PE for elementary school and daily PE for high school



### PlayWELL

Schedule at least 20 minutes of recess before lunch



### FocusWELL

Integrate 10 minutes of physical activity breaks every school day







## LEARNWELL CRITERIA



### CelebrateWELL

Focus on healthy celebrations and write a Healthy Celebrations Plan



### FundraiseWELL

Fundraise with non-food fundraisers and write a Healthy Fundraising Plan



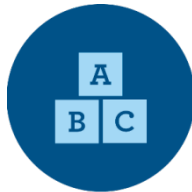
### RewardWELL

Reinforce good behavior with non-food rewards; do not withhold physical activity or food as punishment



### EngageWELL

Engage students and parents in wellness initiatives at the school



### StartWELL

Promote wellness in early childhood programs





## DISTRICT SUPPORT FOR RECESS

- » Grant-funded Recess Specialist provides training and professional development for school based recess staff and administrators
- » Promote best practices and organized recess programs at all schools
- » Provide support through toolkits, online resources, and on-site recess visits
- » Utilize a variety of school staff and supporters to supervise recess, including parent workers and volunteers, paraprofessionals, security staff, and more
- » Partner with 13 approved recess direct service providers to support seamless recess programs





# SCHOOL TRAINING AND ONSITE SUPPORT

## Training

- » In-person training offered quarterly
- » Webinars recorded regularly
- » Topics include:
  - » Recess requirements and guidelines
  - » Structured recess activities and resources
  - » Supervision techniques
  - » Safety

## Visits

- » Conducted by request/as needed
- » Follow-up with recess action plan





## OVERCOMING CHALLENGES

- » Codify recess requirements in district policy
- » Carve out recess time in school schedule template/approval process
- » Pursue local or grant funding to support personnel dedicated to recess implementation and support
- » Provide ongoing training and onsite support for recess supervisors
- » Allow flexibility in school implementation
- » Set district weather guidelines to promote outdoor recess
- » Foster partnerships with organizations that provide recess supervision to ensure alignment
- » Engage broad range of stakeholders in advocating for and implementing quality recess





---


# HEALTHY CPS

— OFFICE OF STUDENT HEALTH & WELLNESS —

CHICAGO  
PUBLIC  
SCHOOLS | CPS

[RECESS@CPS.EDU](mailto:RECESS@CPS.EDU)

# **CSX BEYOND OUR RAILS**



CSX's responsibility to the communities it serves and intersects is much greater than simply connecting people, products and places... we believe our role is to make life safer, greener, healthier and more rewarding for the cities, towns and neighborhoods throughout our 21,000 miles of track.



**CSX BEYOND OUR  
RAILS**



## *Beyond Our Rails*

encompasses the actions of CSX and its employees to generate a positive influence within the communities in which we live and work. It's what we do, everyday, to demonstrate our commitment to Safety, Community, Environment and Wellness

([BeyondOurRails.org](http://BeyondOurRails.org))



## Action for Healthy Kids®

- **Where did we start?**
  - Exercise, nutrition or both?
  - Company has internal expertise in both areas
  - Good nutrition programs in place with other partners
  - Chose to focus on exercise programs
- **What was the objective?**

**Primary Objective:**  
Increase physical activity in school to 30 minutes per day
- **What did we do?**
  - Participated in AFHK Active Kids Campaign:
    - Signature physical activity programming
    - School grants for healthy kids
    - Every kid healthy Initiative
- **What was the scope?**
  - Reached 110,000 students
  - In 200 Schools
  - 86 school districts
  - 10 states



## Preliminary Results

Based on mid-year reporting...

- 60% of schools focused on increasing physical activity in the classroom.
- 25% focused on increasing recess time, and 27% focused on improving the quality of recess time.
- 29% focused on increasing the number of PE minutes per week.
- 61% focused on incorporating lifestyle fitness and everyday exercise into the curriculum .
- 59% included information to students or families on recommendations for children to get sixty or more minutes of physical activity per day.

Most importantly,  
95% of funded  
schools reported  
that students were  
receiving at least  
30 minutes of  
physical activity per  
day at school



More webinars on this topic?

Different topics you want to tackle or learn more about?

Fantastic, innovative work that you want to share?

A question you want to pose to your colleagues?

Contact us at [HEAL@gih.org](mailto:HEAL@gih.org)