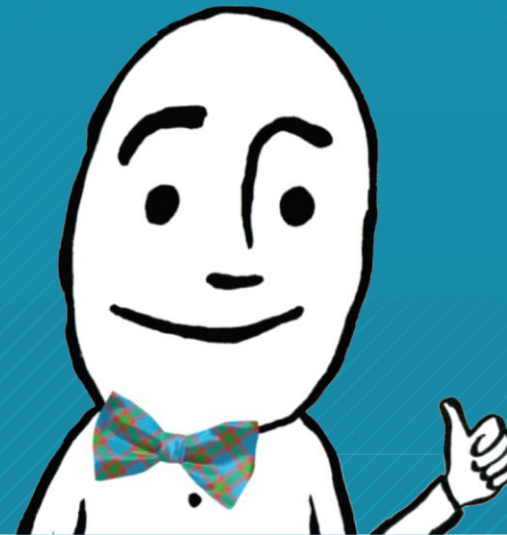


NCCOR

CONNECT & EXPLORE

1. Introduction
2. Spotlight: Recess!
3. Q&A
4. Wrap Up

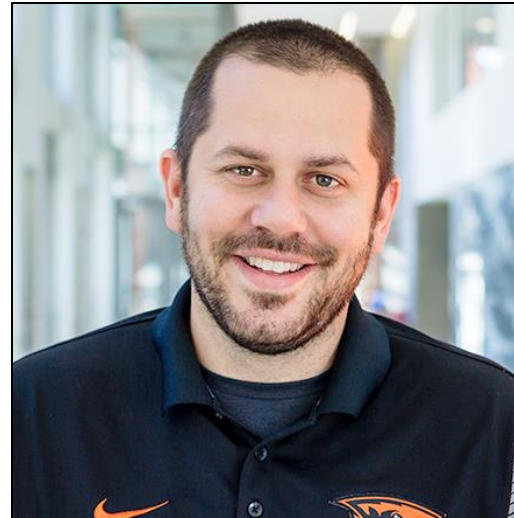
TODAY'S PROGRAM



Today's Speakers



Karen Hilyard, PhD
Moderator



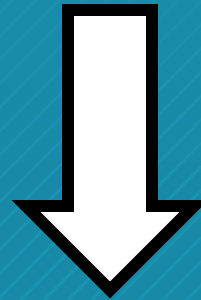
William Massey, PhD
Oregon State University



Kimberly Clevenger, PhD, MPH
Utah State University

Need technical assistance? Have a question for our speakers?

Type your question(s) by clicking the
Q&A icon located below and a
representative will respond shortly.

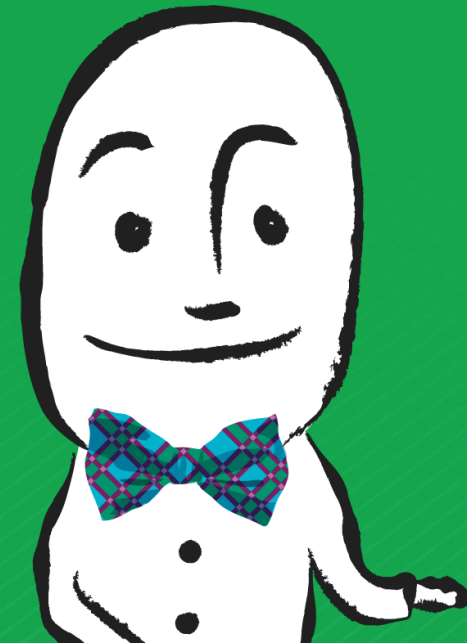




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INTERACTIVE POLL



SPOTLIGHT





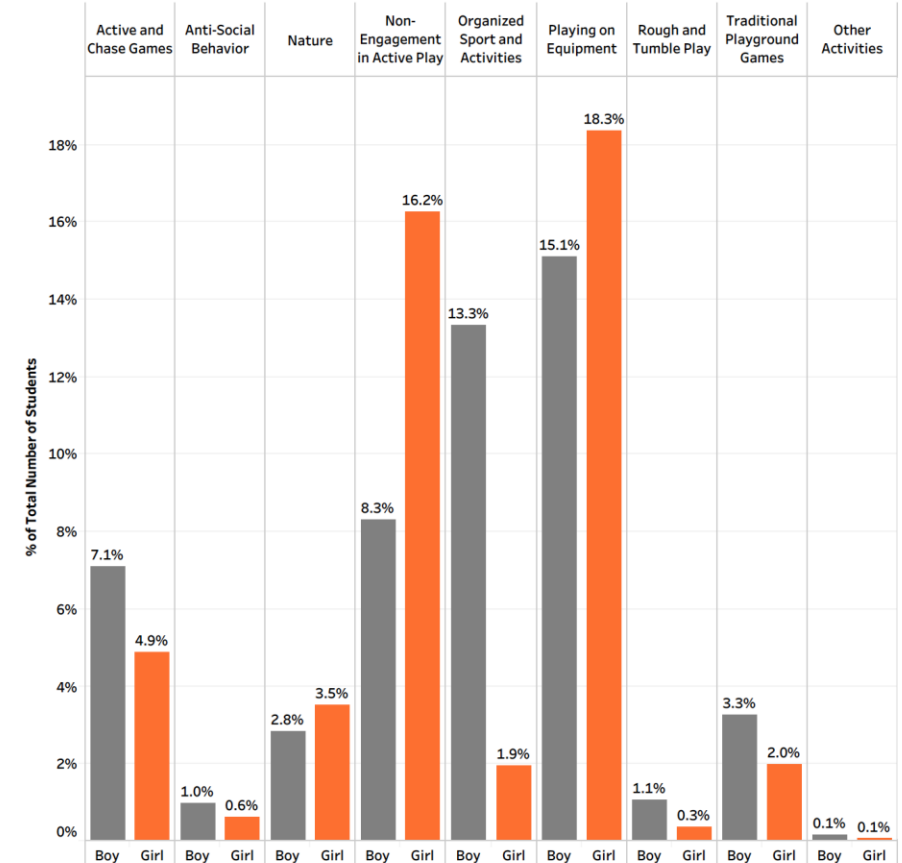
Introduction to Recess

“Recess is a necessary break in the day for optimizing a child’s social, emotional, physical, and cognitive development. In essence, recess should be considered a child’s personal time.”

Benefits of Recess

- **Recess can:**
- Promote health enhancing physical activity
 - Up to 70% of weekly PA can come at recess
 - 10-65% of PA during the school day happens at recess
 - PA has additional benefits for cognitive, emotional, academic development
- Focus on what kids do to be active at recess...

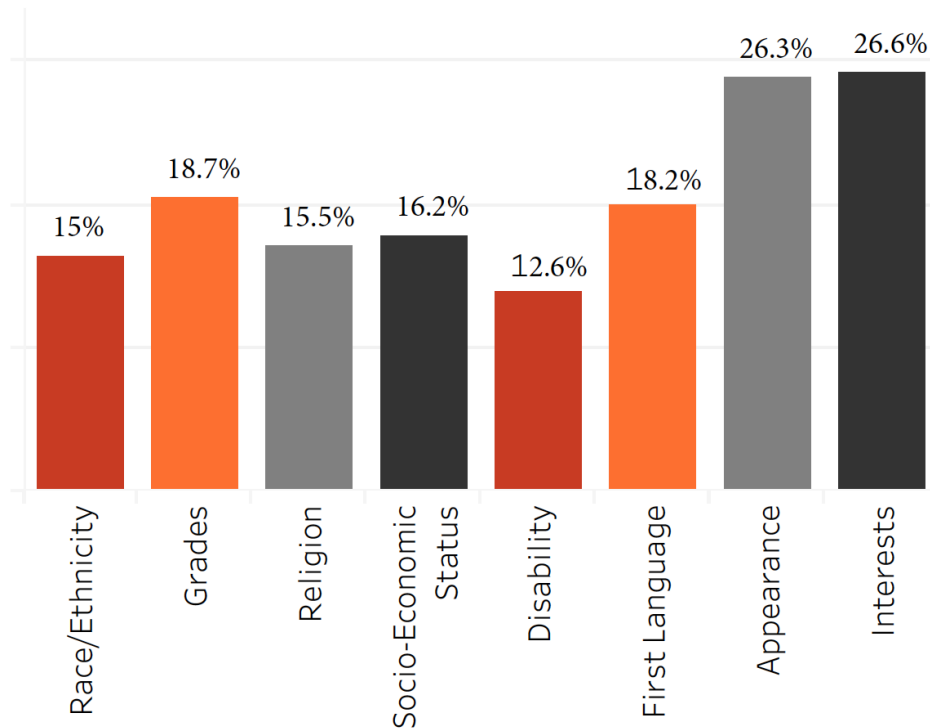
Student Participation across Activity Categories



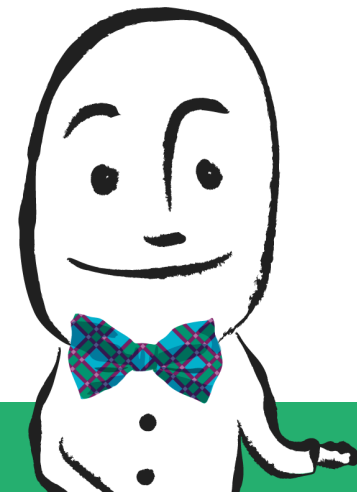
Total Number of Students Observed: 17,080

But....

Percent of Students Who Reported Feeling Unwelcomed at Recess Due to the Following Categories

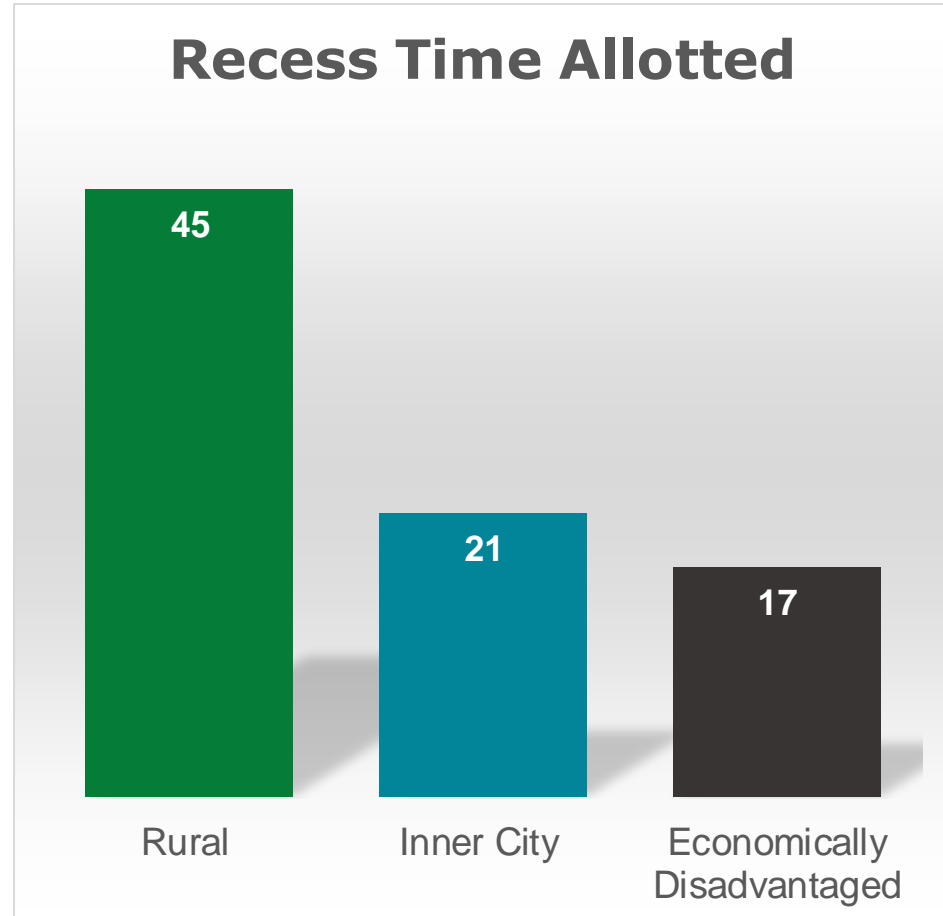


- Recess can also:
- Facilitate bullying and anti-social behavior
- Be a place of exclusion
- Feel unsafe for children
- Give school staff a headache



And...

- Recess is highly inequitable
 - Disparities in how much time children get for recess (London, 2019a; Massey et al., 2018)
 - Shortage of good, nationally-consolidated data on recess access and recess quality (London, 2019a)



5 min of work $\longrightarrow \emptyset \longrightarrow$ 1 min of recess



Heck, 1917

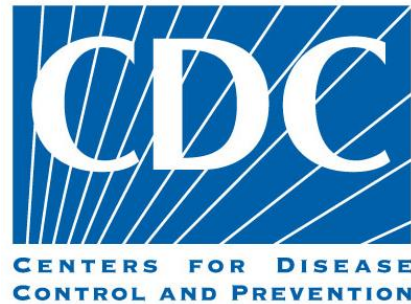
13-14 min of work → 1 min of recess



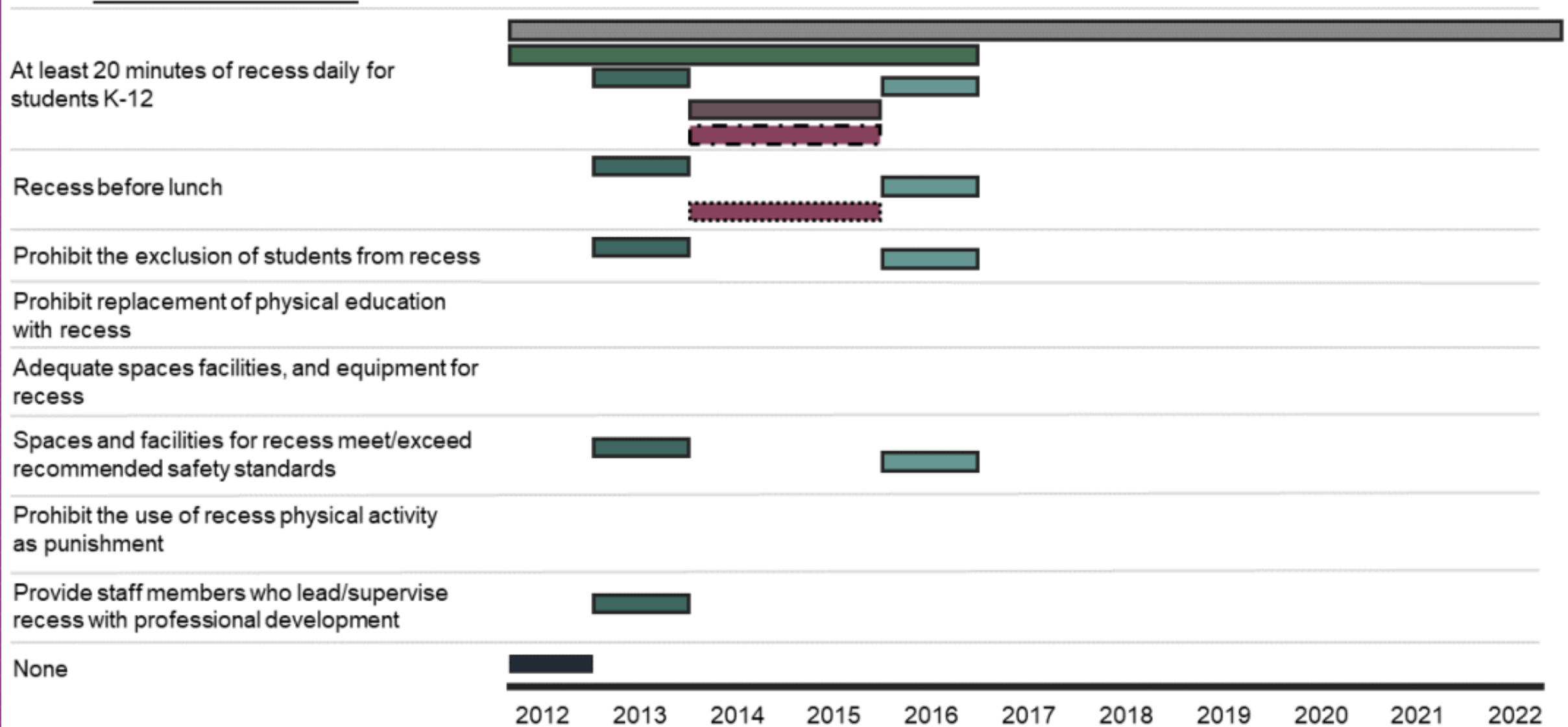
Recess Surveillance in the United States

- NCCOR Catalogue of Surveillance Systems
- Last 10 years

Recess Surveillance in the United States



CDC Recommendations



Elementary
 Elementary and Middle
 Elementary, Middle, and High

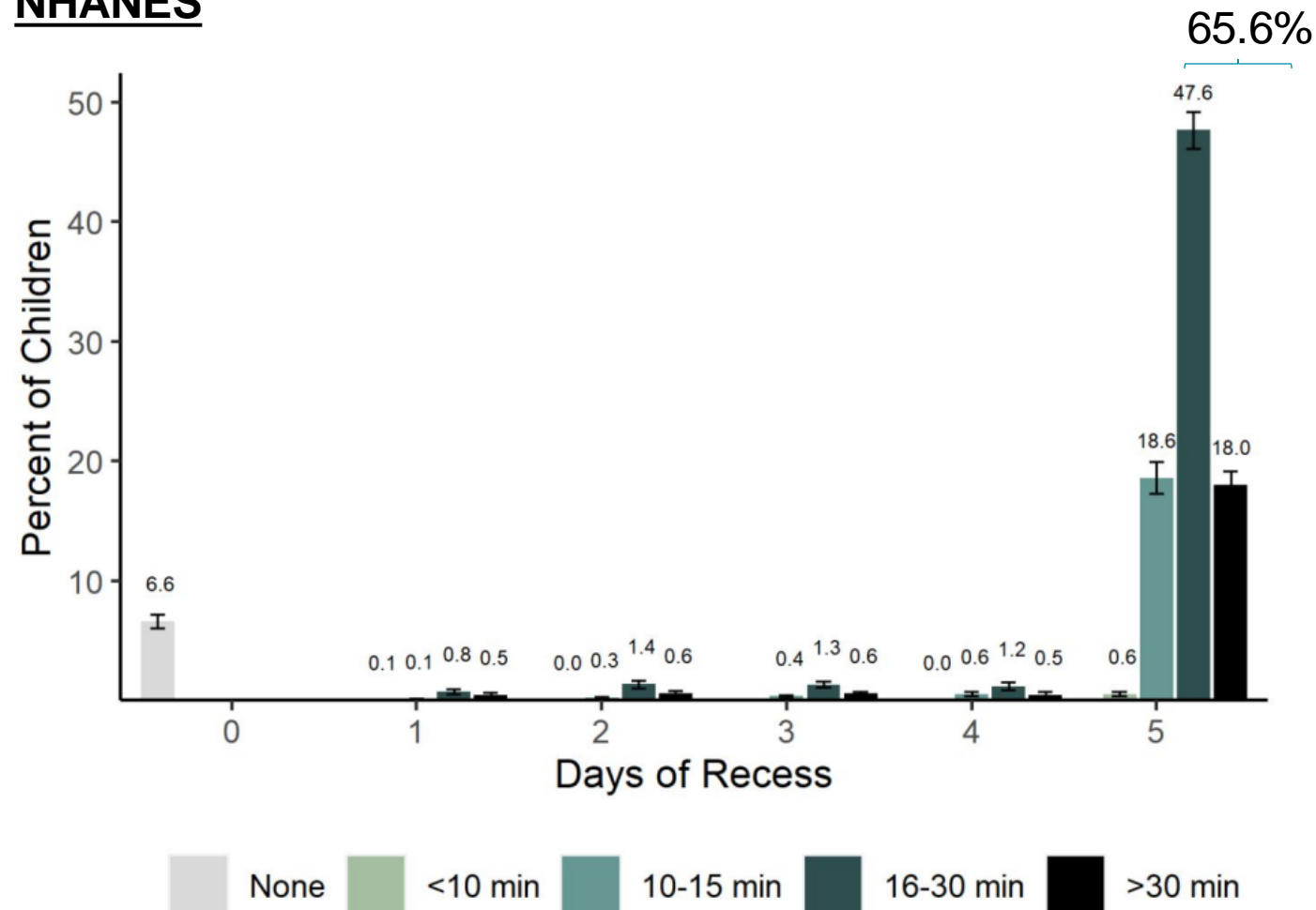
CLASS (State)
 NHANES/NYFS (Parent)
 SHPPS (State)
 SHPPS (School)
 SHPPS (District)
 SNMCS (Parent)
 SNMCS (Principal)

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	
Recess before lunch	
Don't exclude students for disciplinary/academic reasons	
Don't use recess as replacement for physical education	
Adequate spaces, facilities, equipment, and supplies for recess	
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

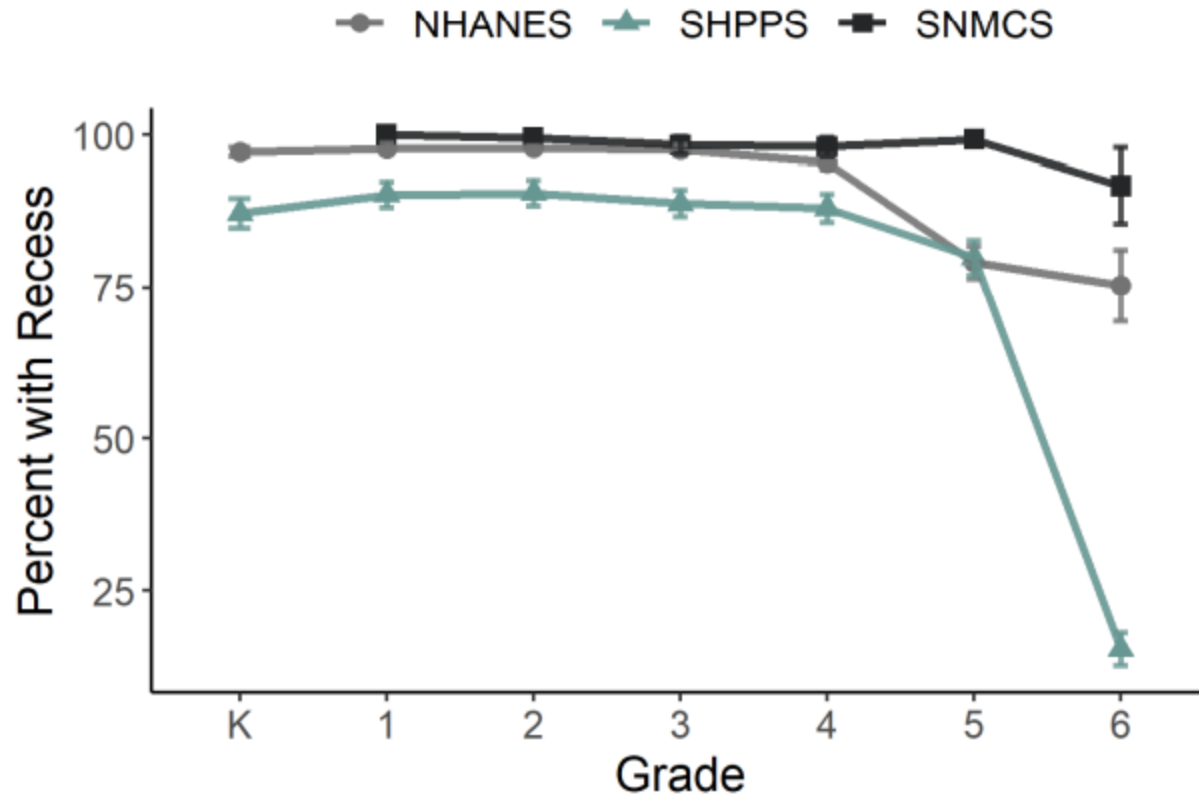
20 min of Daily Recess, K-12

NHANES



	Percent	Minutes
SNMCS	78.5	25.2
SHPPS	73.3	26.8

20 min of Daily Recess, K-12



SNMCS

Level	Percent
Elementary	96.9
Middle	58.9
High	37.9

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	
Don't exclude students for disciplinary/academic reasons	
Don't use recess as replacement for physical education	
Adequate spaces, facilities, equipment, and supplies for recess	
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Recess Before Lunch

- More schools report **any** students/classrooms have recess **after lunch** than **before lunch**

	Before Lunch	After Lunch
SHPPS	61.9	83.5
SNMCS	53.3	79.1

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	
Don't use recess as replacement for physical education	
Adequate spaces, facilities, equipment, and supplies for recess	
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Prohibit Exclusion from Recess

SHPPS

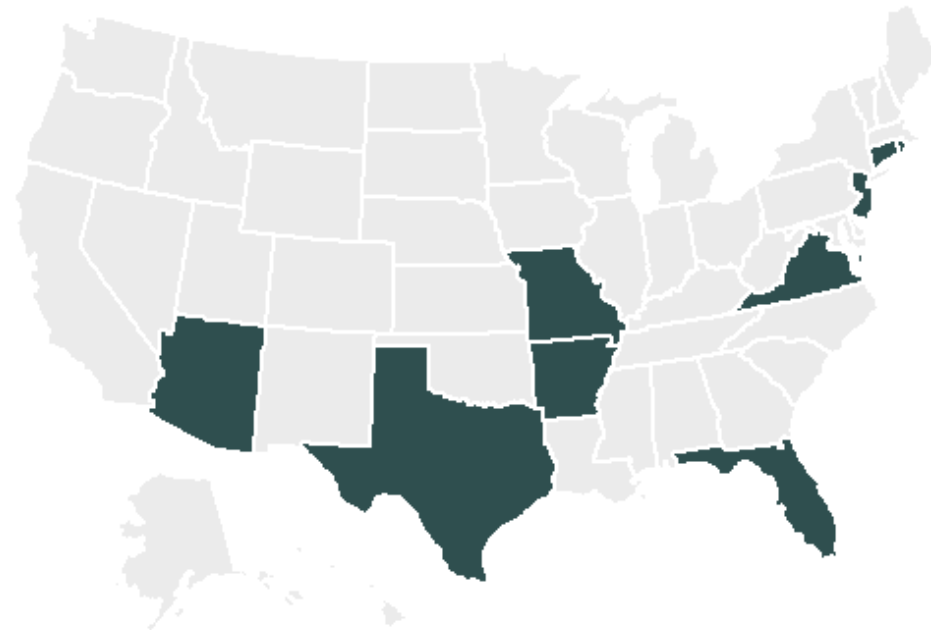
- Districts (52.4%) and schools (54.7%) **prohibit or actively discourage** excluding students from recess as punishment or for not completing class work
- When caught breaking playground rules:
 - 57.8% **sometimes or almost always** did not allow the child to participate in the next scheduled recess period
 - 89.2% **sometimes or almost always** required the child to refrain from playing for a designated time

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	
Adequate spaces, facilities, equipment, and supplies for recess	
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Don't Use Recess as Physical Education

CLASS



Recess Cannot Replace PE No Yes

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	Insufficient
Adequate spaces, facilities, equipment, and supplies for recess	
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	Insufficient
Adequate spaces, facilities, equipment, and supplies for recess	Insufficient
Don't use recess physical activity as punishment	
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	Insufficient
Adequate spaces, facilities, equipment, and supplies for recess	Insufficient
Don't use recess physical activity as punishment	Insufficient
Spaces/facilities meet or exceed safety standards	
Ongoing professional development for staff	

Spaces Meet Safety Standards

SHPPS

- Focus on playground
- ≥85% said:
 - Teachers taught about playground safety
 - Code of conduct contained rules about playground safety
 - Playground had been inspected in the last 12 months
 - Districts had policies regarding disciplining children not following playground rules, what to do in case of an injury, etc.

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	Insufficient
Adequate spaces, facilities, equipment, and supplies for recess	Insufficient
Don't use recess physical activity as punishment	Insufficient
Spaces/facilities meet or exceed safety standards	A
Ongoing professional development for staff	

On-Going Professional Development

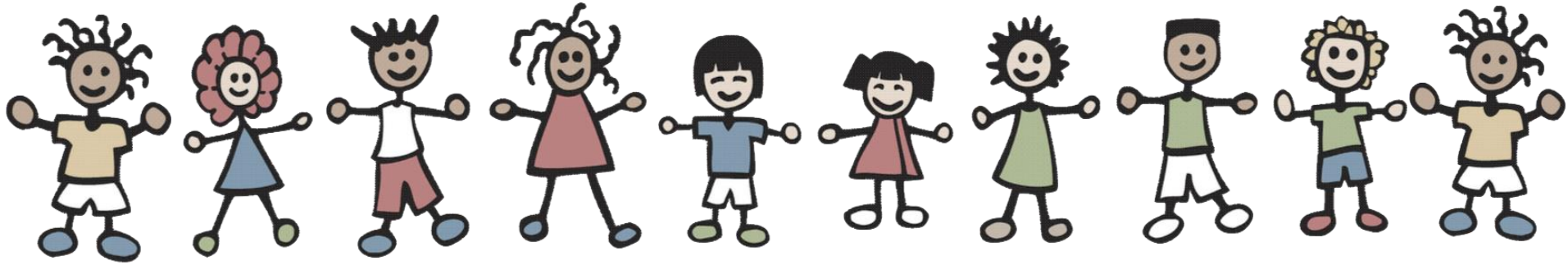
SHPPS

- At the district level:
 - 44.3% had a policy regarding playground monitor training
 - 41.9% had provided training in last two years

Recess Report Card

Recommendation	Grade
20 min of daily recess, K-12	Younger children: B Older youth: C
Recess before lunch	D
Don't exclude students for disciplinary/academic reasons	C
Don't use recess as replacement for physical education	Insufficient
Adequate spaces, facilities, equipment, and supplies for recess	Insufficient
Don't use recess physical activity as punishment	Insufficient
Spaces/facilities meet or exceed safety standards	A
Ongoing professional development for staff	Insufficient

Are Kids Getting Enough Recess?



Unanswered Questions

- How much recess are children actually getting?
 - Little recent surveillance
 - Actual vs. scheduled recess
- What is the optimal amount of recess?
- What is the interplay between quantity and quality of recess?
- What else should we be surveilling?
 - Accessibility, equity

Recess Quality: What the Children Think



- Equipment and facilities are important to children and their activity at recess
- Recess is too short
- Teachers enforce rules that are anti-fun
- Teacher support and teacher engagement is important to children
- Gender conformity, power hierarchies, and bullying are a part of recess
- Children with disabilities and/or limitations are often overlooked and/or excluded at recess

Massey et al., 2020

Recess Quality: Unstructured Play



Daily Character Lessons



Four 15-Minute Daily Recesses



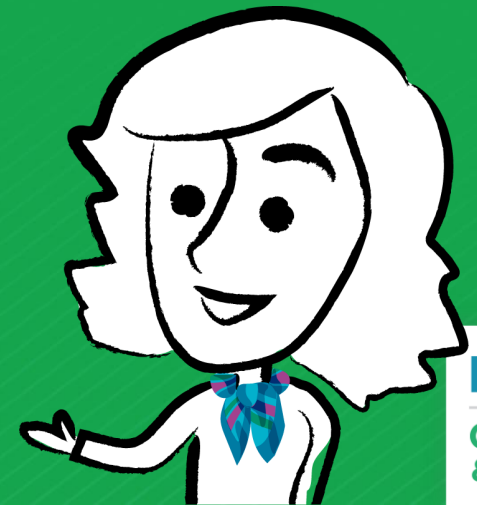
Unstructured – Focus away from sport and games



Strong Transitions



Limited Adult Engagement and Influence



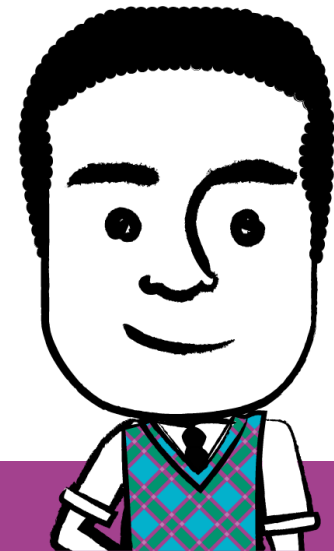
Main Findings

- Improvements in:
 - Math
 - Reading
 - On-task behaviors
 - Positive emotions
 - Body composition
 - Physical activity

Learn More:

<https://liinkproject.tcu.edu>

Rhea, 2022, Farbo & Rhea, 2021; Farbo et al., 2020



Recess Quality: Organized Play



Safety and Structure



Adult Engagement and Supervision



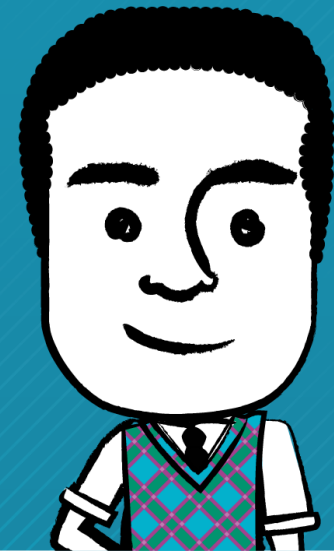
Student Behaviors



Transitions



Physical Activity



Main Findings

- A quality organized recess is related to:
 - Increased play
 - More adaptive classroom behaviors
 - Emotional control
 - Less executive functioning problems
 - Lower BMI
 - Positive school climate

Learn More:

<https://health.oregonstate.edu/labs/2play/publications>

London 2013; 2019; Massey et al., 2018, 2020, 2021, 2021

Time is a Limited Resource in Schools

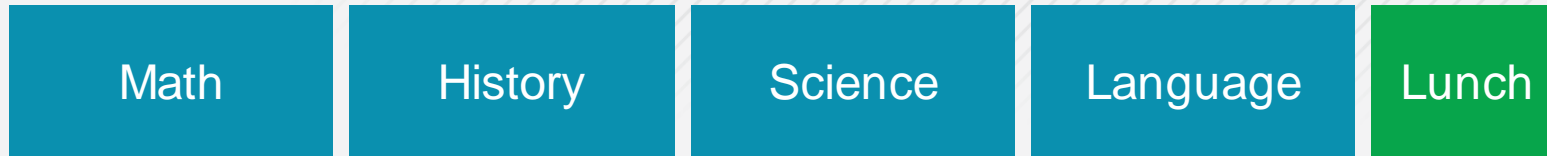
7-hour school day

Time is a Limited Resource in Schools



7-hour school day

Time is a Limited Resource in Schools



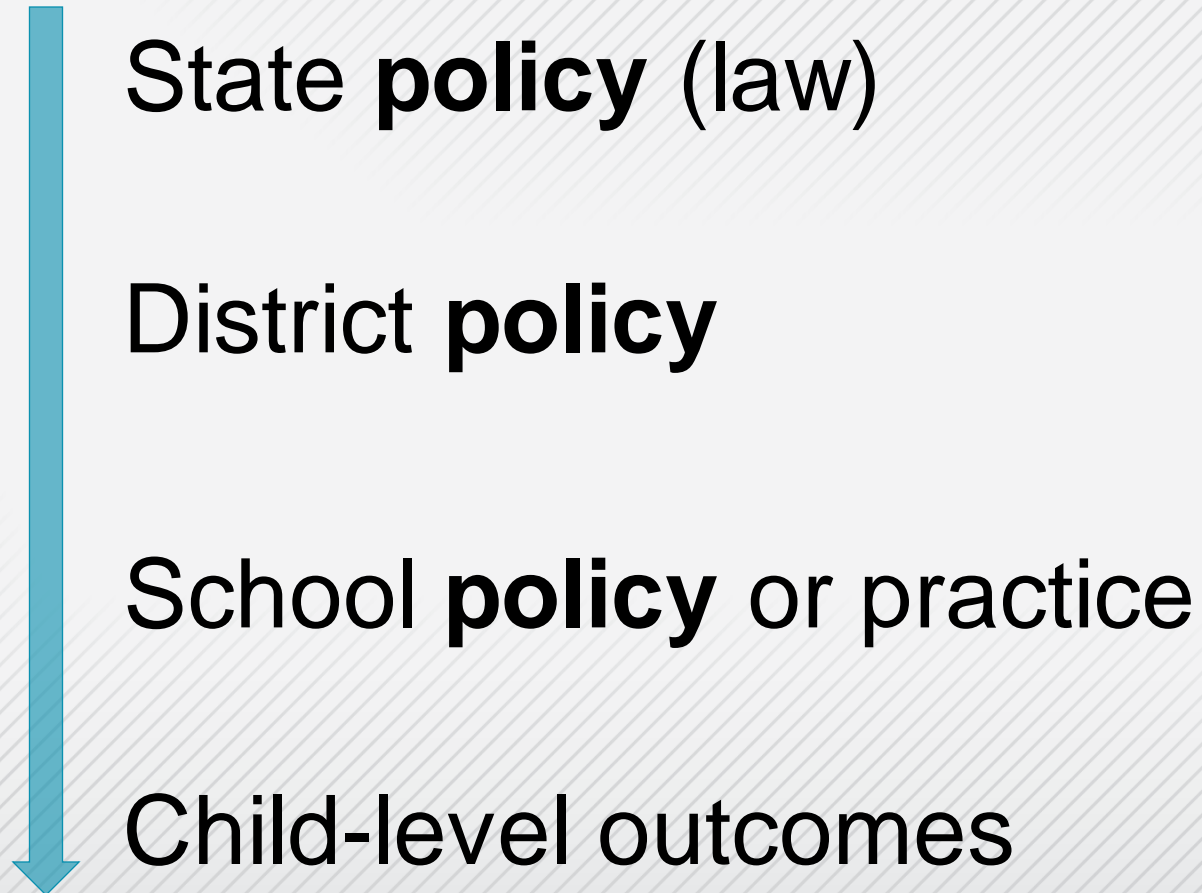
7-hour school day

Time is a Limited Resource in Schools

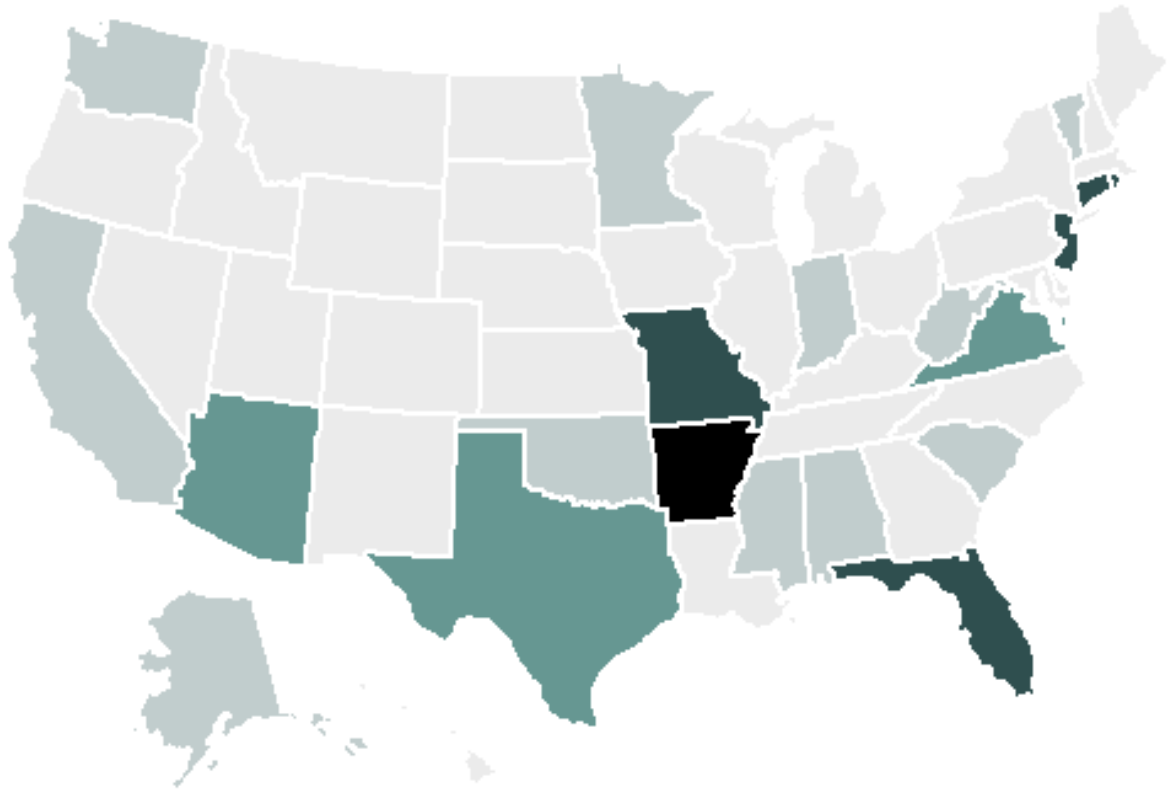


7-hour school day

How Can We Ensure Equitable Access to Quality Recess?



Classification of Laws Associated with School Students (CLASS)



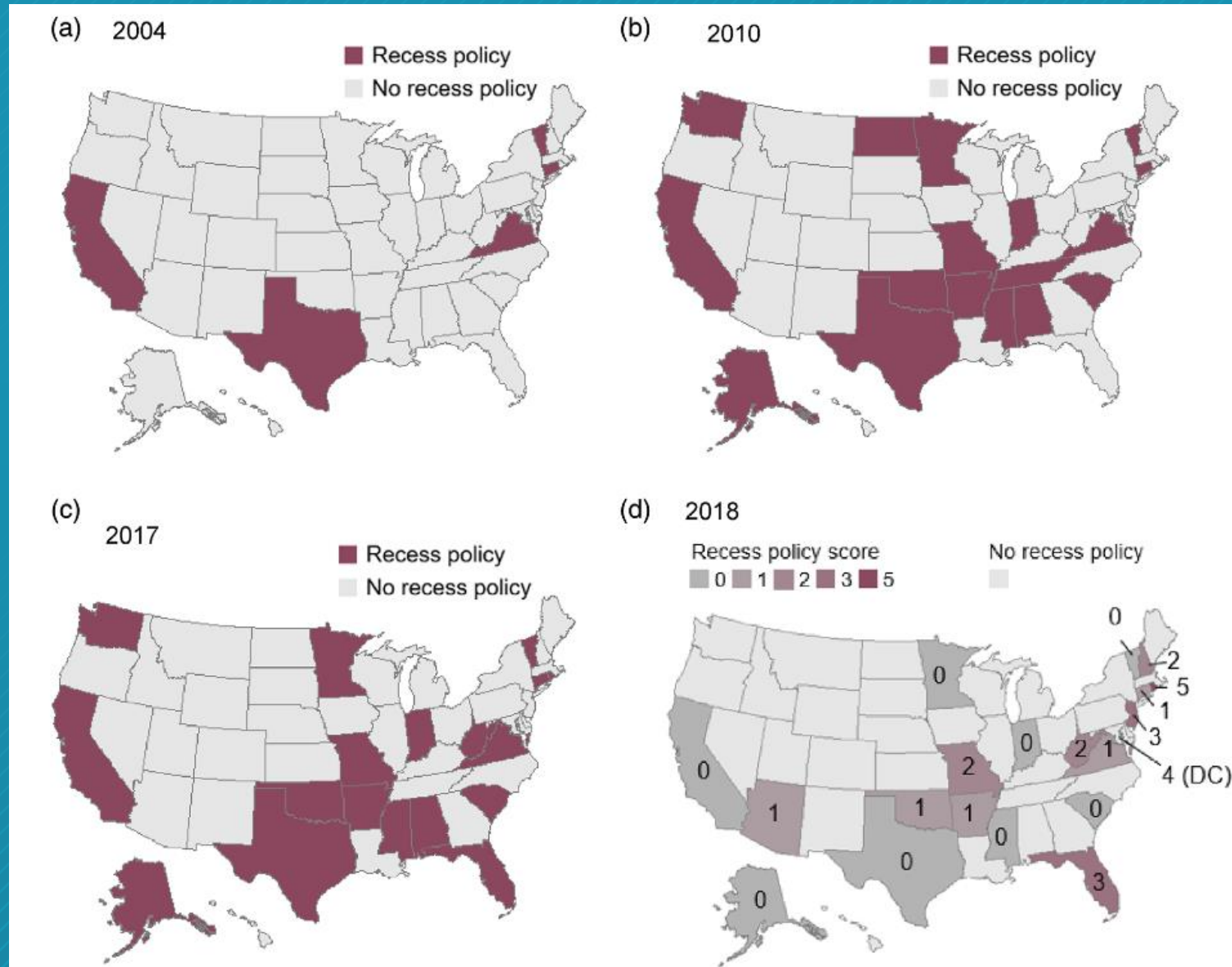
Recess Policy Score 0 1 2 3 4

Score	Definition
0	No law
1	Recommends recess
2	Requires recess that does not substitute for physical education for less than 20 min per day or with no time requirement
3	Requires at least 20 but less than 30 min per day of recess that does not substitute for physical education
4	Requires 30+ min per day of recess that does not substitute for physical education

class.cancer.gov

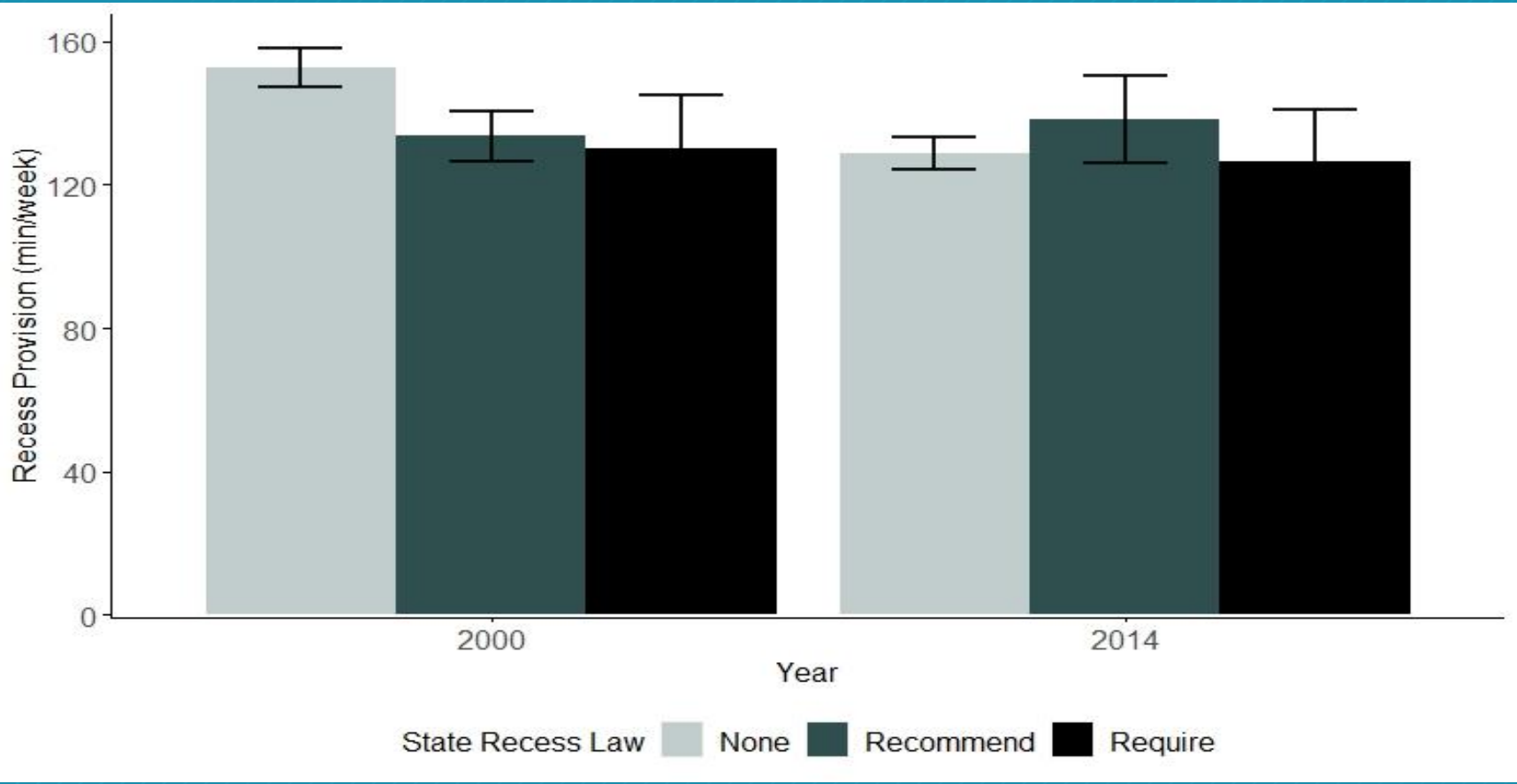
NCCOR
CONNECT & EXPLORE

Alignment with CDC/SHAPE Guidance



Downstream Effects of State Laws

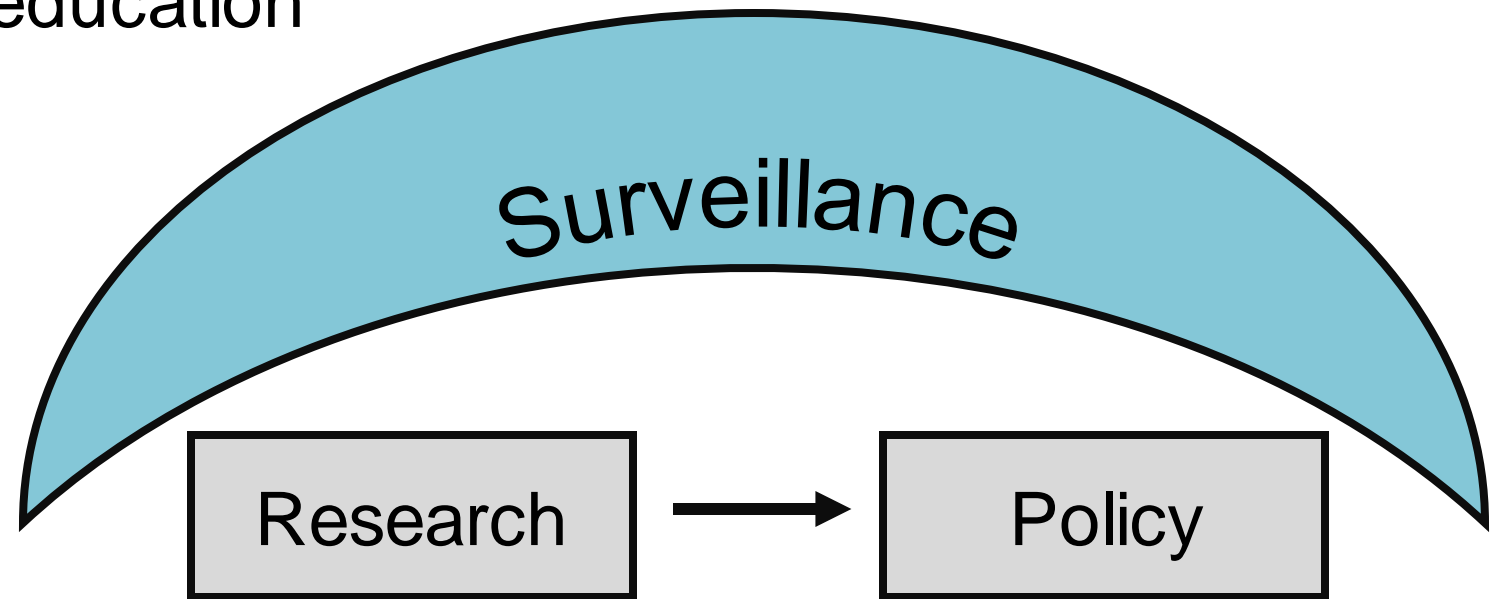
- Association between state law and:
 - Physical activity
 - Difficulty making/keeping friends
 - District recess policy
- No associations with:
 - Overall health, school absences, school-related problems
 - School recess provision, although...



Law	Change (min/week)
None	-24
Recommend	+7
Require	-4

Future Policy Directions

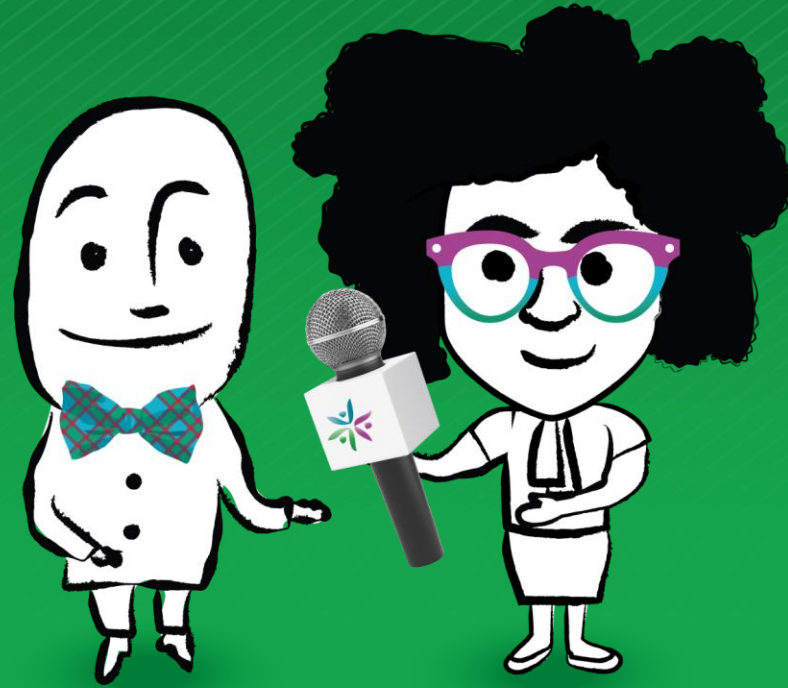
- More specific language
- Don't just focus on quantity
- Learn from physical education



Are you interested in joining a Recess
Policy and Practice Listserv?
If so, please contact:

William Massey, PhD
Oregon State University
william.massey@oregonstate.edu

Kimberly Clevenger, PhD, MPH
Utah State University
kimberly.clevenger@usu.edu



Q & A

ANNOUNCEMENTS



Upcoming Connect & Explore Webinar



**Does WIC Impact Breastfeeding
Initiation? An Examination of
Trends from 2009-2017**

January 11, 2023
3-4 pm ET

Registration link will be sent out
following the webinar.



**Sign up for
NCCOR
Student Hub!**

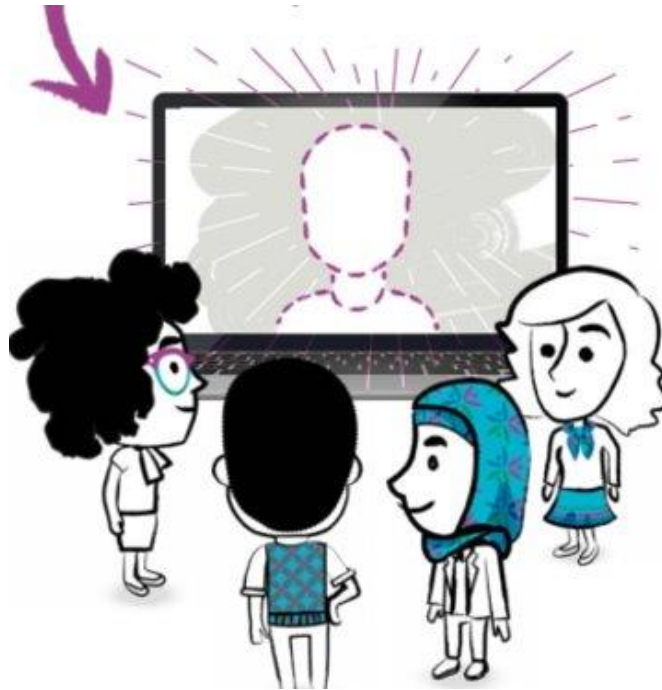
→ nccor.org/e-newsletter

Check out the student hub webpage!



Have you used any of NCCOR's tools?

Let us know at nccor@fhi360.org
and we may feature you in our next webinar!



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FURTHER QUESTIONS?

Email the NCCOR Coordinating Center
nccor@fhi360.org

