Active Recess:  
Making the Most of Recess

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Healthy Kids Focused Students

- SHIP work in the Minneapolis Public Schools

Get your school involved today! Toolkits and technical assistance available.
Ph: (612) 646-0867
http://ss.mpls.k12.mn.us/HEFT.html
The goal of Active Recess is to increase physical activity

- to improve students health
- to support academic success
- to improve the playground climate
How to achieve these goals?

• Engage ALL students in physical activity with various game & activity options
• Improve behavior through increased activity opportunities and increased adult engagement
• Build effective systems around recess
How to talk about Active Recess

• Previously referred to AR as “Structured Recess” which led to confusion and reluctance

• Now, call AR recess ENRICHMENT with a focus on systems to help recess go smoothly.
How does Active Recess work?
**Systems for Recess Success:**

- Clear expectations (students & adults)
- Playground map
- Equipment
- Games – schedule & game book
- Transitions: to & from the playground
- Recess before lunch
Clear Expectations

• **Students**
  – Follow school-wide expectations
  – Play actively during recess
  – Use equipment appropriately & in correct area
  – Return equipment when done playing
  – Try new games
Clear Expectations

• Adults
  – Use active supervision
    • Move and Scan
    • Interact with students
  – Bring the equipment in and out for every recess
  – Lead/facilitate “Game of the Day”
  – Recognize students who are following expectations with verbal praise/golden tickets
**Active Recess Goals**

The goal of Active Recess is to **increase physical activity**
- to improve student health
- to support academic success

**STUDENTS WILL:**
- Play actively during recess.
- Use equipment safely and in the correct play area.
- Return all equipment to the equipment box.
- Follow game rules and playground expectations.
- Stay in the 3 main play areas:
  1. Play structures (sand)
     - No game equipment in play structures/sand area
  2. Black top (painted area - not in walkways):
     - Bean bags - toss game on painted target
     - Double Dutch on painted guides - spinners stand on red dots
     - Jump ropes
     - Hula hoops
     - 4-square
     - Hopscotch
  3. Grassy area:
     - Game of the day
- Line up IMMEDIATELY when whistle sounds.

**ADULTS WILL:**
- Provide active supervision (scan, move, interact).
  (There must always be an adult supervising in all 3 play areas.)
- Bring equipment outside and back inside for each recess.
- Lead/Facilitate the scheduled “Game of the Day”.
- Recognize positive play behavior with verbal praise and Bethune Bucks.
  (Things to reinforce: game participation, trying new games, following game rules, positive sportsmanship, demonstrating playground expectations, returning equipment, etc.)
- Follow the recess schedule: Be present at the start of the schedule and end recess on time using the same process every day. (Whistle sounds: look to staff, line up). Staff should move to line up area immediately when whistle blows.

**Active Recess - play games, move more, be healthy!**
Map the Playground

• Establish different play areas
• Build on what is already working
• Mapping helps with supervision
• Remember to build in flexibility
BETHUNE
PLAYGROUND MAP

500/FOOTBALL
-game of the day

SAND:
-Swing
-Slide
-Climb
-Hang

GRASS:
-Tag games
-Relay games
-Catch games
-Soccer

BASKETBALL:
-game of the day

BLACKTOP:
-Hopscotch
-Beanbag toss
-Four square
-Jump rope
-Hula hoops

Stay in bounds. Only go out of bounds if an adult is with you.
Bryn Mawr Recess Map

Active Recess helps students to move more, play games and have fun!
It is easy, just choose a game and play. Remember to:

Be Safe.
Use equipment properly.
Don’t hurt yourself or others.

Be Responsible.
Play by the rules.
Take care of the equipment.

Be Respectful.
Treat others fairly.
Let others join your game.

Be Active!
Activity is good for your body.
Activity is good for your brain.

Check to see which games you can play each day. Not all game equipment will be out everyday.
System for Equipment:

**Kids:**
- Use equipment safely
- Use equipment in correct play area (map)
- Return equipment after use

**Adults:**
- Bring the equipment in and out each recess
- Location for equipment cart on the playground
- Secure and convenient storage
Plan the Games:

• Work with the PE teacher to build on games that kids at your school ALREADY KNOW
• Set a time to teach games
• Everyday Games
• Game of the Day
• Make a game book establishing the rules
• Share your game book with EVERYONE
• Set a conflict resolution system – Rock Paper Scissors
Transitions:
Getting to & from the playground

• Stick to the schedule
• Consistent line-up routine
• Stagger recess ending
• Use whistles
• Building access
Recess Before Lunch

- More time at recess
- Greater recess participation
- Less plate waste
- More nutrient rich food is consumed

Great research and information guide from Montana Team Nutrition Program at:
Paint the Pavement

An easy way to make a huge impact on the playground!
Active Recess Toolkit online:

www.mpls.k12.mn.us

search “Healthy Kids”
Thank you!

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Alliance for a Healthier Generation

www.HealthierGeneration.org
Make Movement Part of Every Day!
Physical Activity Criteria

• Daily physical activity breaks
• Annual plan for integrating physical activity into other subjects
• Elementary schools offer daily (20 minutes) recess
• Competitive physical activity opportunities (intramural or interscholastic sports)
• Non-competitive physical activity opportunities
• Promote safe walking and biking to school
How Active Should Young People Be?

Among 6-19 year olds, 60 minutes of moderate to vigorous physical activity on most, if not all, days of the week*

*according to most scientific organizations

Sources: USDHHS, USDA; Strong et al. (2005); NASPE
What is Physical Activity?

“Bodily movement that is produced by the contraction of skeletal muscle and that increases energy expenditure.”

What is Exercise?

“Planned, structured, and repetitive bodily movement done to improve or maintain one or more components of fitness.”

Why is Physical Activity Important?

• Overweight and obesity can contribute to low self-esteem, bullying, teasing, and depression
• Possible link between the rise in childhood obesity and the rise in childhood asthma
• Children with serious asthma are more likely to be overweight
• Physical activity produces overall physical, psychological and social benefits
• Inactive children are likely to become inactive adults
What are the Benefits of Physical Activity?

• Benefits on the behavioral and cognitive functioning of youth.
• Increased time for physical education does not impact achievement in other subjects.
• Recess before lunch means less food waste.
• Integration of PA breaks during and afterschool might improve on-task behavior during academic instruction.
PA Breaks and Behavior

![Bar chart showing the impact of PA breaks on classroom behavior. The chart compares the behavior of students with and without PA breaks, focusing on both overall and most off-task students.](chart.png)
Alliance Indoor Fitness Trail

• Create an environment of physical activity
• Great for winter months and lack of space
• Requires no equipment
• Students and staff can participate and benefit
• Includes:
  – movement (walk, jog, skip)
  – exercise (squats, lunges)
  – stretches
• Print, Post, and Move!!!
Incorporating Physical Activity

Physical activity breaks can be infused into **ANY** school setting ~ classrooms, afterschool programs, cafeterias, hallways, gyms...
Space Jam Energizer
How Can Classroom Teachers Help?

• Integrate physical activity into lesson plans
• Give students a physical activity break every hour
  – Use ready-made resources
• Provide fun, structured recess activities
• Lead by example
• Give students permission to move
Integrate Physical Activity into Geography

- Head west with “Lewis and Clark”
- Assign the class pedometer to a student
- After providing the students with information about Lewis & Clark’s exploration, pair students up, take them outside or walk the halls and provide each pair with discussion questions.
- Ask the students to continue “walking and talking” until they have answered all of the discussions questions.
- Head back to class, convert the steps into miles and determine how far the class traveled.
- On a map of the U.S. plot the distance the class traveled from St Louis to the Pacific Ocean and provide information, videos and pictures of the terrain and landscapes Lewis and Clark encountered.
Integrate physical activity into Geometry

• Review with students the different types of angles:
  • Acute angles
  • Right angles
  • Obtuse angles

• Ask students to walk at their own pace out to the edge of the room, turn and come back into the middle making an acute angle at the turn. When students hit the middle of the room, they must sharply change their direction and head off in another direction, again making an acute angle at the turn.

• They take this new path to the outer boundaries before turning and heading back into the center of the room. See if all students can master this “acute angle” pattern. See how fast they can go in this pattern.

• Have students repeat this pattern making right angles at each turn and then again making obtuse angles.
Integrate Physical Activity into Language Arts

• Assign the Parts of Speech with a movement
  
noun = marching  pronoun = squatting  verb = arm circles
• Divide class into two teams and students begin to jog in place
• Call out a word that represents the chosen “Parts of Speech”
• Students will begin to do the correct corresponding movement
  
  Example: baseball = noun, students should be marching
• Teacher determines which team wins when all members are doing the correct movement
• Students resume jogging until the teacher calls out a new word

*Take 10! Fourth Grade Curriculum “Grammer Speedway”*
Lead by Example

• **Teach with confidence and authority**
  – Define the rules and expectations for the class and for personal behavior
• **Have endurance**
  – Never give up on a class
  – Change or modify as needed
• **Teach with humor**
  – Use large gestures or full body, change voice quality, or make jokes,
• **Pace your class**
  – Keep the class moving
  – Talking less and move more
• **Face the class and reverse the movement**
  – Face the class and reverse the movement – mimic a mirror
Tips to Use

• Participate together
• Use start and stop signals
• Utilize music
• Use physical activity alarms
• Use a DVD for a PA break
• Assign students to produced physical activity videos
• Create a school-wide or afterschool competition
Take a Physical Activity Break Hourly

A JAMMIN’ MINUTE

<table>
<thead>
<tr>
<th>Reps</th>
<th>Workout Routine: Seated Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Raise and lower heels</td>
</tr>
<tr>
<td>10</td>
<td>Hands on hips, march your feet</td>
</tr>
<tr>
<td>10</td>
<td>Stand up, jump and sit down</td>
</tr>
<tr>
<td>10</td>
<td>Reach behind, opposite shoulder touch</td>
</tr>
<tr>
<td>10</td>
<td>Squeeze your bottom tight</td>
</tr>
</tbody>
</table>

Health-E-tip

Calorie-saving tip: Stick to one serving of cereal. Use a measuring cup to accurately determine one serving of cereal and one serving of milk (check box for serving sizes). That’s as much as 8,400 calories saved over 6 weeks, which is 2 1/2 pounds.
Assign Students to Lead the PA Breaks

Use your students as leaders

– Powerful impact
– Empowers students to set the example
– Encourages leadership in PA and not just in sports
– Everyone can participate
High School PA Breaks

Walk and...
→ Study
→ Discuss
→ Debate
→ Recite
Recess

Create a structured, safe and inclusive environment on the playground by coordinating a variety of schoolyard sports and games during recess.

- Sports4Kids Playbook ~ www.sports4kids.org
- Fitness Fun Forever ~ http://actionforhealthykids.org/filelib/resources/Fitness%20Fun%20Forever.pdf
- Afterschool Physical Activity Website ~ www.afterschoolpa.com
- Peaceful Playgrounds ~ www.peacefulplaygrounds.com
How Can Afterschool Programs Help?

- Integrate physical activity breaks
- Create a safe environment for students
- Provide diverse, non-competitive physical activity opportunities
- Connect to the community for resources
Resources

- HSP Network
- Physical Activity Toolkit
- Before/Afterschool Toolkit
- School Employee Wellness Toolkit
- Resource Database
- Network Advantage Program
- Biweekly Newsletters

- Online Tutorials / Webinars
- Onsite Professional Development
- Indoor Fitness Trail
- empowerME4life
- Success Stories
Barriers to a Healthy U
empowerME4Life ~ AS Curriculum

- Developed for 8-12 year-olds
- 8 Sessions
- 45 minutes each
- Facilitated by adult allies or teen leaders
- Facilitator notes included
- Employs various teaching and learning strategies
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Thank you!
Safe Routes to School

November 15, 2010
Health Schools Conference
Most children walking or biking on most days.
THE 5 E’s of SRTS

• Engineering
• Education
• Encouragement
• Enforcement
• Evaluation
Resources

OTHER RESOURCES
• Minnesota SRTS Network – minnesota@saferoutespartnership.org
• National Center for Safe Routes to School - http://www.saferoutesinfo.org/
• National SRTS Partnership - http://www.saferoutespartnership.org/
• Pedestrian and Bicycle Information Center(PBIC)- http://www.walkinginfo.org/
• National Center for Bicycling and Walking (NCBW) - http://www.bikewalk.org
• MN Active Living Network - http://preventionminnesota.com/active_living.cfm
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