

Whereas, Recess has been defined as a break in the school day from cognitive tasks for rest, free-play, socialization, and movement;¹ and

Whereas, Free play addresses essential developmental needs of all children without regard to socioeconomic status;¹ and

Whereas, Elementary school children who have more recess time have been found to have better classroom behavior² and demonstrate greater academic achievement; and

Whereas, Recess is important for children's socialization, school adjustment, and overall social² and emotional^{1,3} development; and

Whereas, Research has shown that play can help develop skills necessary to successfully function in upper grades;³ and

Whereas, Recess provides unstructured play opportunities that allow children to engage in physical activity and should not replace physical education classes that provide sequential instruction to enhance the development of motor skills, movement concepts, and physical fitness;² and

Whereas, Children who engage in more physical activity have better physical and mental health;² and

Whereas, Physical activity can provide other benefits to children's positive development such as physical competence and a sense of personal responsibility;² and

Whereas, Establishment of an active lifestyle in childhood leads to a more active lifestyle in adulthood;² and

¹ Ramstetter, C. L., R. Murray, et al. (2010). "The Crucial Role of Recess in Schools." Journal of School Health **80**(11): 517-526.

² National PTA. School Recess. Approved Convention Resolutions, 2013 Convention, <https://www.pta.org/docs/default-source/files/advocacy/2013-approved-convention-resolutions/school-recess-r.pdf>, Accessed September 13, 2018

³ Jones, R. B. (2005). "A Cognitive Approach to Elementary School Recess." Teaching Elementary Physical Education **16**(2): 33-34.

Whereas, Evidence has been found that withholding recess as a punitive measure, minimizing recess, or eliminating recess may be counterproductive to academic achievement;^{1,4} therefore be it

Resolved, That National PTA and its constituent associations (Alabama PTA and its local member units) support at least one period of recess for at least 20 minutes for each elementary student every school day;² and be it further

Resolved, That National PTA and its constituent associations (Alabama PTA and its local member units) oppose denial of school recess as a disciplinary measure for academic reasons or inappropriate classroom behavior;² and be it further

Resolved, That Alabama PTA and its local member units recommend that the Alabama State Board of Education (SBE) and School Superintendents of Alabama (SSA) develop and implement policies for daily school recess that include unstructured outdoor play and for inclement weather days unstructured indoor play, educate students on safe playground rules, ensure the safety of playground equipment and develop an adequate adult to student ratio;² and be it further

Resolved, That Alabama PTA and its local member units support both adequate recess and physical education classes;² and be it further

Resolved, That a copy of this resolution be provided to the entities set out above and to its member units to encourage them to work together to accomplish the purposes of this resolution.

⁴Kohl HW III, C. H. (2013). "Educating the Student Body: Taking Physical Activity and Physical Education to School." National Academies Press **Institute of Medicine, Food and Nutrition Board** (Committee on Physical Activity and Physical Education in the School Environment)