

8B Student – WEEKLY SCHEDULE

8B Alumno – Horario Semanal

	MONDAY/ lunes	TUESDAY/ martes	WEDNESDAY /miércoles	THURSDAY/ jueves	FRIDAY/viernes
8:45- 8:55	Homeroom/Sala de clase				
8:55- 9:37	Tech/Clase de tecnología	Music/Musica	Gym/Gymnasio	Art/Arte	Library (odd)/Biblioteca (impar) MathLab/Laboratorio de matemáticas (par)
9:37 – 10:16	Social Studies/Estudios Sociales				
10:22- 10:32	RECESS/RECREO				
10:35- 11:17	Math/Matemáticas				
11:17- 11:59	Spanish/Español Language Arts/Arte del Lenguaje				
12:00- 12:20	Lunch/Almuerzo				
12:20- 1:02	Science/Ciencia				
1:02- 1:44	Reading/Literatura				
1:44- 2:26					
2:26- 2:30	Homeroom/Sala de clase				

National Organizations in Support of Recess

The American Association for the Child's Right to Play:

"There is a misconception in our society that recess does not serve any real purpose. The Board of Directors of the American Association for the Child's Right to Play (IPA/USA) believe that recess is vital to the child's overall healthy development."

Centers for Disease Control and Prevention:

"Recess periods, which are regularly scheduled periods within the elementary school day for unstructured physical activity and play, provide another opportunity for daily physical activity, along with social and cognitive benefits."

National Association of Early Childhood Specialists in State Departments of Education:

"Recess is an essential component of education and that preschool and elementary school children must have the opportunity to participate in regular periods of active, free play with peers."

National Association for the Education of Young Children:

"School recess is often the only time during the workday that children are able to be carefree – a time when their bodies and voices are not under tight control. It is a widely held view that unstructured play is a developmentally appropriate outlet for reducing stress in children's lives, and research shows that physical activity improves children's attentiveness and decreases restlessness."

National Association of Elementary School Principals:

"NAESP recognizes recess as an important component in a child's physical and social development. NAESP encourages principals to develop and maintain appropriately supervised free play for children during the school day."

National Association for Sport and Physical Education:

Recess "is an essential component of the total educational experience for elementary aged children... Quality physical education along with daily recess are necessary components of the school curriculum that enable students to develop physical competence, health-related fitness, self responsibility, and the enjoyment of physical activity so that they can be physically active for a lifetime."

National Parent Teacher Association:

"Children who are physically active do better in the classroom. The research tells ... providing more time for physical activity can lead to increased test scores." – Anna Weselak, President

POWER-PAC SAYS:

Get the Facts about Recess:

There are two ways that recess can be reinstated: 1) by rearranging the current school schedule to take the time from the lunch break (see sample schedule), or 2) by extending the school day.

The Chicago Teacher's Union contract states that in order to extend the day to allow for recess, a "Review Committee" at each school should vote every year. According to the contract, this "Review Committee" must be made up of:

- ❑ **three parent members of the Local School Council,**
- ❑ **the principal,**
- ❑ **the Teachers' Union School Delegate (a teacher), and**
- ❑ **three other teachers to be elected by secret ballot by the teachers in the school** (1 primary teacher, 1 intermediate and 1 upper).

Ways to get started on reinstating recess at your school:

1. **Now** – Start to talk with parents, students, school staff and the school administration about their interest in reinstating recess. Talk with:
 - ✓ Parents and parent groups, such as the PTA, the NCLB committee and the Bilingual Council.
 - ✓ The school principal
 - ✓ Teachers
 - ✓ Students
 - ✓ The school disciplinarian and school counselor
2. Ask for time on the Local School Council agenda to present to them the results of your survey, the benefits of recess, and the process for reinstating recess. You may also ask a POWER-PAC leader to support you at the meeting (just call Tracy at (312) 226-5141).
3. Get recess into your School Improvement Plan
4. If your school decides to consider extending your school day, make sure the "Review Committee" gets established.
5. **By the school year end**, make sure the "Review Committee" votes to extend the school day!

Top 3 Recess Myths

Myth 1

Myth: Recess is just child's play.

Truth: Recess is a child's RIGHT!

The United Nations' Declaration of the Rights of the Child (1959) states in Article 7, paragraph 3 that "The child shall have full opportunity for play and recreation which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right;" In 1990, the General Assembly of the United Nations adopted the Convention of Rights of the Child.

Myth 2

Myth: Physical Education class is a substitute for recess.

Truth: Both PE and RECESS are important in a child's day.

The National Association for Sports and Physical Education says one cannot be substituted for the other. PE provides a "sequential instructional program," related to physical activity, while recess allows for unstructured play time where children "have choices...develop rules for play and practice or us skills developed in physical education." In addition, in many Chicago schools, children only have PE once or twice a week.

Myth 3

Myth: Teachers don't want to have to deal with recess.

Truth: When polled, teachers overwhelmingly support recess.

In a recent PTA survey, 99% of teachers and parents surveyed think recess is important for elementary school students. In addition seventy five percent believe that recess should be mandatory. When students don't get recess, teachers don't get a break during the school hours. Both teachers and students need breaks.

POWER-PAC

Parents Organized to Win, Educate and Renew – Policy Action Council

Padres Organizados para Ganar, Educarse y Renovar – Pólizas del Concilio de Acción

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ELEMENTARY JUSTICE CAMPAIGN: REDIRECTING THE SCHOOL-TO-PRISON PIPELINE

FACT SHEET: The Importance and Benefits Of Reinstating Recess in Chicago Public Schools

Thirty years ago recess for elementary school children in Chicago was the norm; now it is the exception. Nine out of ten elementary school students in the Chicago Public Schools do not have recess¹ and the number of schools in which “silent lunches,” where children are not allowed to speak, is on the rise². With the increased pressure for students to do well on tests, many administrators argue that providing recess would take needed time away from the classroom, but parents and expert empirical data argue otherwise, showing recess has a positive correlation with higher test scores and does not need to take time away from classroom work.

Children learn more quickly and better when they are given breaks during an assignment³. This especially applies to native and foreign language recall, mathematical facts and text recall⁴. Students pay better attention to tasks when they are given breaks. Children become temporarily bored with the stimulus in their environment rapidly. During recess, children experience the novelty of a new environment. After recess the classroom is a new stimulus again and children can pay better attention to the task they are on which they are concentrating⁵.

Recess gives children the opportunity to develop socially and emotionally. A child’s behavior on the playground is preparation for adulthood. They learn to make decisions, resolve conflict, respect rules, be self-disciplined, control aggression, solve problems and develop leadership skills⁶. The relationships students create on the playground enhance and foster learning inside the classroom⁷.

¹ Duffrin, E. (April 2005) Schools bring back longer lunch and recess, see gains. Catalyst Chicago.

² Jambor, T. Recess and social development. Early Childhood.com.

³ Hunter, W. (1929) Learning III: Experimental studies of learning. The Foundations of Experimental Psychology.

⁴ Dempster, F. N. (1988) The spacing effect. American Psychologist, 43.

⁵ Pellegrini, A.D. (1991) Outdoor recess: Is it really necessary? Principal, 70(5).

⁶ Jarrett, O. S., and D. M. Maxwell. (2000) What research says about the need for recess. Elementary School Recess: Selected Games and Activities for Teachers and Parents.

⁷ Pellegrini, A.D. (1992) Kindergarten children’s social-cognitive status as a predictor of first-grade success. Early Childhood Research Quarterly 7(4).

In Asia and around the world, children have recess as an integral part of their school day. The success of American children academically is often compared to the academic success of children in Asia. In Asian countries, including China, Taiwan, and Japan, children go to school for eight hours, but at least two of these hours consist of recess, long lunch periods and non-academic clubs⁸.

Children will be healthier if given time during the day for recess. Since 1980, the number of overweight children (ages 6 to 11 years) has doubled and since 1970 it has tripled⁹. Daily physical activity helps children control weight gain and augments the development of muscles and the growth of the heart and lungs in 4 to 12 year olds¹⁰. It also has been correlated with higher self-esteem in adolescents¹¹. Recess has additional benefits, as children that are more physically active at school are more physically active at home after school¹².

Teachers benefit from having a break during the school day. “There’s more teaching and learning going on in the afternoon,” according to Charlotte Stoxstell, the principal of Bethune Elementary in East Garfield Park. “The teachers aren’t tired. The kids aren’t tired¹³.” When students don’t have recess, teachers don’t have a lunch break until after school ends. Teachers, like all workers, deserve a break during their workday.

Nationally African-American students have less time for recess than their white counterparts. Across the country, one out of every three African-American students in elementary school doesn’t have recess, whereas one out of every six white students doesn’t have recess¹⁴. And in a recent study completed by POWER-PAC, of 33 schools represented – 30 of which were in predominantly low-income communities of color, 28 of those schools did not provide recess. Of the three schools represented that were in predominantly white, affluent neighborhoods, all three provided recess.

Given all the benefits of recess, POWER-PAC parents believe that the lack of recess for African-American children and other children of color is having a significant detrimental impact on the social, emotional and academic development of their children.



⁸ Stevenson, H.W. (1992) Learning from Asian schools. Scientific American 267(6).

⁹ Dwyer, J.T., E.J. Stone, M. Yang, L.S. Webber, A. Must, H.A. Feldman, P.R. Nader, C.L. Perry and G.S. Parcel. (2000). Prevalence of marked overweight and obesity in a multiethnic pediatric population. Journal of the American Dietetic Association 100(10).

¹⁰ Clements, R. and O.S. Jarrett. (2000) Elementary school recess: Then and now. Streamlined Seminar: National Association of Elementary School Principals 18(4).

¹¹ Centers for Disease Control and Prevention (1997) Guidelines for school and community programs to promote lifelong physical activity among young people. Morbidity and Mortality Weekly Report 46.

¹² Dale, D., C.B. Corbin, and K.S. Dale (2000) Restricting opportunities to be active during school time: Do children compensate by increasing physical activity levels after school? Research Quarterly for Exercise & Sport 71(3).

¹³ Duffrin, E. (April 2005) Schools bring back longer lunch and recess, see gains. Catalyst Chicago.

¹⁴ Roth, J.D., J. Brooks-Gunn, M.R. Linver, and S.L. Hofferth. (April 2003) What happens during the school day? Time diaries from a national sample of elementary school teachers. Teachers College Record 105 (3).