



Coalition for Michigan
Schoolchildren's
Right TO Play

Best Practices for
Recess, Social and
Emotional Learning
and Play



INTRODUCTION

The Coalition for Michigan Schoolchildren's Right to Play has a mission to ensure that every elementary student in the State of Michigan has increased access to meaningful recess and play as a part of their school day.

The coalition is made up of civic and business leaders, researchers, and educators from across the State of Michigan. Members include:

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The Coalition for Michigan Schoolchildren’s Right to Play will support access to safe and healthy play every day at school to positively impact children’s physical, social, and emotional development.

“Following the recent online and in-person learning changes throughout the pandemic, curriculum is being reshaped for the fall,” said Paul Liabenow, Executive Director of the Michigan Elementary and Middle School Principal’s Association. “As these conversations are happening, we want educators and parents to be aware of the benefits of recess especially after a year of online learning and limited interaction.”

To learn more about the coalition and additional information visit www.michigancoalitionforplay.com/



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WHY PLAY IS IMPORTANT

Play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Play is an important element in healthy brain development. It is through play that children at an early age engage and interact with the world around them ([Ginsburg, K., 2007](#)). In play, children learn to navigate their physical and social environment, while also imagining or constructing new realities ([Shafer, L. 2018](#)). Recess provides an incredible opportunity for students to play at school.

Play, in all its forms, is a basic human need that all children deserve. During the 1989 United Nations Convention on the Rights of the Child, Article 31, declared “That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.



Play:
A pleasurable activity
undertaken for no apparent
purpose.

That member governments shall respect and promote the right of the child to participate fully in cultural and artistic life. They shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational, and leisure activity.” ([United Nations, 1989](#)).

Ninety-five percent of the nation’s youth are enrolled in schools where they spend approximately 40 percent of their waking hours ([Massey, 2018, as cited in Gao Z, Chen S, Stodden DF., 2015](#)). As adults, we need to protect play and use play as an opportunity to build valuable social and emotional skills, get children active, and help ensure their brains are ready for learning in the classroom. Promoting play in school is a pragmatic solution to increasing opportunity and access.

BEST PRACTICES

1. Recess should not be removed as a form of punishment.

A survey conducted by the Robert Wood Johnson Foundation found that 77 percent of school principals reported taking away recess as a form of punishment ([Robert Wood Johnson Foundation, 2010](#)). Recess is a necessary break in the day for optimizing a child's social, emotional, and physical development. In essence, recess should be considered a child's personal time, and it should not be withheld for academic or punitive reasons. The American Academy of Pediatrics (AAP), the Centers for Disease Control and Prevention (CDC) and SHAPE America agree, recess is crucial and necessary for a child's development because it provides the opportunity for life skill attainment and other health benefits. Therefore, the AAP asserts that recess should never be withheld as punishment and that replacing it with increased academic time ignores the proven benefits associated with playtime ([Centers for Disease Control and Prevention and SHAPE America, 2017](#); [Council on School Health, 2013](#)).



Recess:

A regularly scheduled period within the school day for physical activity and play that is monitored by trained staff.

2. Recess should occur for a minimum of twenty minutes daily.

In 2017, the CDC in their report [Physical Activity During School: Providing Recess to All Students](#) notes in their national guidance for recess that schools should “provide all students K-12 with at least 20 minutes of recess daily.”

Recess can serve as a foundational time in the day for children to reap tremendous benefits. Research suggests that recall is improved when learning is spaced out versus presented all at once which is consistent with what we know about brain functioning ([Toppino, Kasserman, & Mracek, 1991, as cited in Jarrett, O. 2002](#)). Brain research suggests that the brain needs “downtime to recycle chemicals crucial for long-term memory formation, and that attention involves 90–110-minute cyclical patterns throughout the day,” ([Jensen, 1998, as cited in Jarrett, O, 2002](#)). Intermittent play can create opportunities for the brain to recycle chemicals and prepare it for the skills needed to retain information and pay attention in the classroom.

An often-overlooked benefit of recess is the social skill development that can occur through play. “Participation in play can help facilitate the development of social and emotional skills such as cooperative goal setting, teamwork, and emotional regulation,” ([Miyamoto K, Huerta MC, Kubacka K., as cited in Massey et al., 2018](#)). As one of the few opportunities in the school day for children to freely interact with peers, recess provides a chance for adults to observe and guide student behavior ([Hartle et al., 1994, as cited in Jarrett, O. 2002](#)).

The benefits of physical activity for children and adults are well documented. The CDC recommends that children receive a total of 60 minutes of physical activity. Therefore, children have the opportunity to receive one third of their daily recommended amount of moderate to vigorous activity with 20 minutes of recess ([CDC, 2021](#)). One study reported that recess accounted for up to 44 percent of step counts during the school day ([Erwin, et al. 2012, as cited in in Massey et al., 2018](#)).



3. Play, beyond recess, should occur for an additional 40 minutes throughout the day to increase/encourage physical activity including purposeful movement, physical education courses, afterschool sports, and safe routes to and from school.

After the family, schools are the primary institution responsible for the development of children. Schools are well positioned to provide opportunities for play, beyond recess. The CDC recommends a total of 60 minutes of moderate-to-vigorous activity for children each day ([CDC, 2021](#)). Only 13 percent of Southeastern Michigan students are getting their recommended 60 minutes of physical activity a day ([State of Play Southeast Michigan](#)). The CDC recommends getting regular physical activity as an action to combat obesity and other health concerns ([CDC, 2020](#)).

According to a [2020 survey conducted by the United Health Foundation](#), Michigan ranks 40th out of 50 states for health-related outcomes. Low-income students, especially low-income nonwhite students, face greater challenges with health outcomes – such as obesity – and academic achievement than other children ([Caprio, S. et al., 2008](#)). In 2017–2018 for children and adolescents aged 2–19, the prevalence of obesity was 19.3 percent and affected about 14.4 million youth ([CDC, April 2021](#)). Fifty-five percent of Michigan’s 643,298 public elementary school students are low-income and were eligible for free or reduced lunch in the 2019–20 school year.

Physical Activity:
Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time and for transport to get to and from places.

4. There should be no more than 18 kids per one adult on the playground during recess.

Ideally, children should be empowered to lead their peers on the playground, but an adult is often needed to handle any conflict that students are unable to resolve on their own, ensure the safety of students, and handle any cases where care is needed. The State of Michigan childcare ratio

recommendation for “school-agers” - children 4 years-old and up - is for every 18, there should be 1 adult ([State of Michigan, 2019](#)). Recess and play time can often be hectic for educators and a safe ratio of adults to children should be a priority for school leaders and educators.



5. Recess and play should provide opportunities for valuable social and emotional learning.

Social and emotional learning is the process through which children understand and regulate emotions, learn to focus, set and achieve goals, and practice conflict resolution and problem solving, among many others. Physical activity, games, and recess provide opportunities for children to practice these skills and extend the classroom onto the playground and into gymnasiums. These skills become fundamental, lifelong personal tools ([Elias, M. 2018](#)).

Some might argue that these skills are fundamental to being a productive citizen in our society and democracy. As Jonathan Haidt writes in a 2018 New York Times Article, [How to Play our Way to a Better Democracy](#), "Democracy is hard. It demands teamwork, compromise, respect for rules and a willingness to engage with other opinionated, vociferous individuals. It also demands practice. The best place to get that practice may be out on the playground." ([Haidt, 2018](#)).

Social and Emotional Learning:
Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social and Emotional Learning, 2021).

6. Clear rules and community norms should be known by all students and should be utilized to help maximize the time for play.

School climate is becoming an increasingly important part of a school day and is one of the most significant features of any educational enterprise ([Peterson, K. D., & Deal, T. E., 1998](#)). “Culture is the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems, and confront

challenges.” ([Peterson, K. D., & Deal, T. E., 1998](#)). [Responsive Classroom](#) suggests that when shared, established rules and structure for playtime, recess, and games are known by students, their recess behavior improves ([Wood, C., & Freeman-Loftis, B, 2015](#)).

According to [Education.org](#) norms matter because:

- Co-creating norms embodies the essence of self-discipline.
- Students understand and appreciate being genuinely included in the process of governing themselves and their classroom.
- When implemented at the beginning of the year, norms creation also serves the powerful role of being the first message students hear about how spaces in their school are going to run.

Rules:

A set of explicit or understood regulations or principles governing conduct within a particular activity or sphere.
([Encyclopedia.com](#))

7. A safe environment on the playground should be created by implementing safety measures.

Safety on school playgrounds includes social, emotional, and physical safety. According to the [CDC](#), each year in the United States:

- Emergency rooms treat more than 200,000 injuries related to the playground for children ages 14 and under ([CDC, 2012](#)).
- About 45 percent of playground-related injuries are severe—fractures, internal injuries, concussions, dislocations, and amputations ([Tinsworth 2001, as cited in CDC 2012](#)).
- About 75 percent of nonfatal injuries related to playground equipment occur on public playgrounds ([Tinsworth 2001](#)). Most occur at schools and daycare centers ([Phelan 2001, as cited in CDC, 2012](#)).

Social and emotional safety on the playground includes reducing bullying and student isolation and ensuring children have a positive experience on the playground and at recess. The CDC released the first federal definition of bullying which includes three core elements: unwanted aggressive behavior, observed or perceived power imbalance, and repetition or high likelihood of repetition of bullying behavior ([ASPA, 2020](#)).

One out of every five (20.2 percent) students reports being bullied ([National Center for Educational Statistics, 2019](#)). Forty-one

percent of students who reported being bullied at school indicated that they think the bullying would happen again (National Center for Educational Statistics, 2019). Bullied students reported that bullying occurred 22 percent of the time outside on school grounds ([National Center for Educational Statistics, 2019](#)). Bullying and peer isolation have been linked to a host of negative outcomes for children including depression, anxiety, increases in school absences, difficulty sleeping, lower academic achievement, and even suicide ([CDC, 2019](#)).

8. Recess and play should be held even in inclement weather. It should occur indoors as needed.

Recess is often cancelled, or children sit sedentary when there is inclement weather like rain, cold, and snow. In Michigan, that would result in recess being cancelled more frequently which limits the opportunities for children to move their bodies and play. Therefore, reducing the myriad of benefits gained through recess. Given what we know about recess' contribution a child's daily recommended physical activity, it is imperative for schools to make accommodations for indoor recess and create a plan for indoor recess days.

9. Adults and educators should be actively engaged through the duration of the recess, play and physical activity/education.

A 2018 research study published in [Preventive Medicine Reports](#) showed that adult engagement and supervision during the recess period is the strongest predictor of children's engagement in recess activities. Adult engagement includes adults on the playground actively participating in games and activities, making sure equipment was out and ready for use and ensuring that conflicts were resolved quickly ([Massey, 2018](#)).



Active Engagement:
Moving or tending to move about vigorously or frequently by engaging directly in an activity, game, or facilitation of play.

10. Student voice and choice should be honored by giving students the autonomy and leadership to lead peers and select from a variety of games at recess (minimum of 3) that are inclusive and fair.

[Soundout.org](https://www.soundout.org) assembled a research summary on the advantages to engaging student voice - improving learning, teaching, school improvement, youth development, school culture, diversity, integrity, and civic engagement - as it relates to student voice and choice, two of the outcomes most relevant to play, recess and the playground are articulated below:

ACCORDING TO [SOUNDOUT.ORG](https://www.soundout.org), STUDENT VOICE IS ABOUT LEARNING:

- Students learn better when engaged as partners throughout the educational process.
- Students learn more from self- and peer-evaluations.
- Students learn more effectively when taught by peers.
- When students plan educational activities, their investment, ownership, and consequent learning is greatly increased.

ACCORDING TO [SOUDOUT.ORG](https://www.soudout.org), STUDENT VOICE IS ABOUT SCHOOL CULTURE:

- Involving students in decision-making transforms the attitudes and systems that influence the culture of organizations, schools, and communities.
- Classrooms become mutually supportive for teachers as well as students.
- Addressing personal challenges and organizational barriers to student voice leads to healthier, more democratic cultures where everyone can be engaged as partners.



Student Voice and Choice:

The opportunity to vocalize preferences for engagement - and to direct some aspects of that engagement - helps children feel personally invested in the process of shaping and creating play rather than having it delivered to them.

RESOURCES FOR IMPLEMENTING BEST PRACTICES

Recess should not be removed as a form of punishment.

Seeking alternatives to removing recess as a form of punishment can often be challenging for educators when they are already stretched for time and resources for behavior management in the classroom, hallways, and at lunch.

ALTERNATIVES TO REMOVING RECESS AS PUNISHMENT INCLUDE:

- [Restorative Practices](#)
- [Goal setting/goals conference](#)
- [Conflict resolution conversations](#)
- [Reflective writing about the corrected behavior](#)
- [Positive Behavioral Interventions and Supports \(PBIS\)](#)
- [Purposeful movement breaks throughout the day](#)
- [Buddy Classroom](#)
- [Focusing on social and emotional skill development](#)
- [Character strength counseling](#)
- [Leadership on the playground and throughout the school day](#) (i.e. lead a game at recess, stack chairs, lead PA announcements, be a safety guard, etc.)
- [Stephen Covey's Leader In Me](#)
- [Student Advocacy Center's "Lesser Intervention Checklist"](#)

Recess should occur for a minimum of twenty minutes daily.

When we look to other countries, such as Japan, primary school-aged children have a 10- to 15-minute break every hour. This is thought to reflect the fact that attention spans begin to wane after 40 to 50 minutes of intense instruction ([Council on School Health, 2013](#)). Students in Finland enjoy a 15-minute break for every 45-minute lesson as well as one or two 30-minute recesses ([Cha, A., 2015](#)).

At least five states have a recess law on the books: Missouri, Florida, New Jersey, and Rhode Island mandate 20 minutes of recess daily for elementary students, while Arizona requires two recess periods without specifying a length ([Shammas, B. 2019](#)).

Play, beyond recess, should occur for an additional 40 minutes throughout the day to increase/encourage physical activity including purposeful movement, physical education courses, afterschool sports, and safe routes to and from school.

The "[Comprehensive School Physical Activity Programs: A Guide for Schools](#)" published by the CDC provides additional guidance on how schools can help children achieve their 60 minutes of play per day. Through the Whole School, Whole Community, Whole Child (WSCC) model, schools can provide many opportunities for students to be physically active. The WSCC model includes physical education and physical activity. The opportunities offered to students to be physically active before, during, and after school. The policies and practices schools use to provide physical education and physical activity before, during, and after school.

The CDC also provides a variety of resources as it relates to physical activity and physical education including an online module called, "[Comprehensive School Physical Activity Program \(CSPAP\) E-Learning Module](#)."

Lastly, in collaboration with the Aspen Institute and the Ralph C. Wilson, Jr. Foundation the "[State of Play for Southeast Michigan: Analysis and Recommendations](#)" was published. While the analysis is focused on Southeast Michigan specifically, many of the recommendations for increasing play in the region are applicable to any community in Michigan.

There should be no more than 18 kids per adult on the playground during recess.

Educators – principals, teachers, and support staff – often struggle with having enough staff on playgrounds and in other unstructured spaces to safely manage large groups of children.

- Community engagement models, such as neighboring corporations, PTA/PTO's, older students in the same district, other community groups and city departments (i.e. firefighters) could be looked at as potential volunteers to support this critical time of the day for schools.
- Novi Community School District, a higher socioeconomic district in Metro Detroit, implemented a successful model where they trained three dozen of their own high school students in play and recess best practices. The district then deployed them into communities of need to increase volunteerism, provide leadership opportunities, and a way to execute one of their educational pillars of social justice.
- [Playworks Education Energized](#), a national nonprofit organization, uses its Junior Coach Leadership Program as a way to provide leadership opportunities to 4th and 5th grade students on the playground where a “squad” of 12-15 students alternates supporting and leading a recess that is not their own. They lead games, help younger students resolve conflict, and support the adults with transitions to and from recess.

Recess and play should provide opportunities for valuable social and emotional learning.

[Playworks Education Energized](#), a leader in play and social and emotional learning, has created an online library and downloadable game guide for educators and parents that focus on games that teach valuable social and emotional skills.

The University of Michigan has created the InPACT in Schools program whose goal is to incorporate purposeful movement into the classroom to help prepare the brain for learning. The InPACT program provides educators with a plethora of resources including active learning lessons, teacher training, parent information, and so much more.

The [Michigan Collaborative for Mindfulness in Education](#) provides [whole school trainings](#), workshops, and presentations on the power of mindfulness. Training in mindfulness provides the core foundation for addressing and cultivating social emotional learning skills and a trauma sensitive learning environment that allows for children to exercise the skills learned in school and on the playground.

Clear rules and community norms that are known by all students should be utilized to help maximize the time for play.

Responsive Classroom suggested starting with the end in mind in developing recess and play rules – “What do I want children to learn at recess? Why is it important? What skills do they need to learn to be successful during recess and beyond?”

Keep in mind that recess rules need to be broad enough to resonate with varying developmental age groups and applicable to many situations. Rules like, “Be respectful,” can be applicable to their interaction with peers, as well as with recess equipment and physical boundaries.

To learn more about how to create recess and play rules, consider reading Chapter 12 of [“Responsible School Discipline: Essentials for Elementary School Leaders.”](#)

A safe environment on the playground should be created by implementing safety measures.

The Great Recess Framework is an observational tool designed to help educators and researchers evaluate and plan school recess with a holistic approach. While physical activity levels are certainly one element of a successful recess, other aspects such as safety, adult engagement, communication, autonomy, and inclusion have historically been overlooked. The Great Recess Framework observational tool was developed by practitioners at Playworks and researchers at Oregon State University. You can download the [Great Recess Framework](#) to observe, track, and improve your school's recess.

Physical and emotional safety of children during playtime and recess is a concern for educators and parents alike. The [Consumer Product Safety Commission's Public Playground Safety Handbook](#) is a helpful resource that will help to ensure proper maintenance of playground equipment. Additionally, the [Consumer Product Safety Commission's Public Playground Safety Checklist](#) provides a quick opportunity for educators and school staff to assess their playgrounds for safety hazards.

Recess and play should be held even in inclement weather. It should occur indoors as needed.

When indoor recess is needed, we encourage educators to utilize smaller spaces in schools like multi-purpose rooms and hallways, which are often overlooked as an opportunity for children to engage in less vigorous activity when inside. Resources like [GoNoodle's](#) indoor recess channel are great options when children must stay inside. [Cosmic Kids Yoga](#) is another great resource for 10–15-minute videos made just for kids. The University of Michigan created the InPACt at Home program where they partnered with Playworks and physical education teachers across the State of Michigan to develop exercise videos that can be completed in the classroom or at home. Their content is easily downloadable from their website and freely available.

Relay races, indoor hopscotch, and a revised game of tag can even be played safely in a classroom or other educational space with the right rules. This activity and structure helps kids to get moving and prepare the brain for learning.

Additionally, Playworks recently developed, [Keep Playing](#), an online subscription with weekly curated content to assist educators and families to bring play to every child's day. It contains videos and instructions of games that help kids practice critical SEL skills, modifications for every situation, and blogs and key resources that support educators.

Adults and educators should be actively engaged through the duration of the recess, play, and physical activity/education.

As referenced previously, a research study published in Preventive Medicine Reports showed that adult engagement and supervision during the recess period is the strongest predictor of children's engagement in recess activities ([Massey, W. 2018](#)).

[Recesslab.org](#) provides a few quick suggestions on how adults can actively participate in recess, during play and on the playground. They include:

- **Play games with kids:** Kids are eager to play with their teachers and recess staff. Model play even when the activity isn't your best game. When students observe adults experiencing trial and error, they get the message that it's okay to make mistakes.
- **Check in on kids not participating:** Ask what game a student wants to play or why a student is unwilling to try a game. We never want to force students to play, but simple questions can help break down challenges students are having on the playground.
- **Have a variety of games available:** It takes planning to create a space for every student—including those with different skills, interests, and abilities—on the playground. The same goes for adults—if you're not up for an athletic game, cheering kids on or turning the rope count as positive interactive play.
- **Maintain a healthy level of competition:** Competitive games can be unsafe and intimidating. If a tag game is moving too quickly, modify the game! Instead of running, ask students to move in a silly way, like a "zombie" or "skip."
- **Introduce games where students can jump into a line to join:** Games feel unwelcome when students must ask to get in or when the play doesn't pause for new kids to join. Choose games that give everyone a chance, like Three Lines Soccer or Foursquare.
- **Just say "no" to captains:** Adults take the anxiety out of joining a game by creating a fun "team picking" process, such as grouping students by shoe colors or counting off "apples and oranges."

Student voice and choice should be honored by giving students the autonomy and leadership to lead peers and select from a variety of games at recess (minimum of 3) that are inclusive and fair.

Student voice and choice at recess, during play and on the playground can be achieved in a variety of ways that carry over into the classroom. The [Center for American Progress](#) has published a report entitled "[Elevating Student Voice in Education](#)" which gives a multitude of resources and a framework for empowering students. On the playground and at recess, educators could consider the following as ways to give students voice and choice, helping to foster leadership as early as elementary school:

- On a rotating basis, assign students the opportunity to lead a line of peers or younger students to and from recess or the playground.
- Teach upper elementary school students how to lead the games including the community norms and rules of the game at recess. Doing so enables them to have the tools they need to help their peers or younger students manage the game, resolve minor conflicts, and keep the game flowing to ensure that all students that want to play have the opportunity.
- Assign students to oversee the distribution and collection of recess equipment with a student-led check-out and check-in system that is created by them with support from educators.
- Allow students to use attention getters versus whistles, lead cheers and recess closings for students to help them transition to and from the playground.
- Teach upper elementary students how to use simple conflict resolution techniques so they can support their peers and younger students in deciding things like whether a ball was in or out and who's turn is next.
- Ask students to monitor "buddy benches" or to look for students who are not engaged with their peers, identifying those who need encouragement or support from a peer to get in a game or participate at recess.
- Schedule time to debrief with students who are taking on leadership roles to ask them what resources they need to be successful on the playground and support their school community.
- Give students at recess a minimum of three games to choose from to allow them the opportunity to play a game that they are interested in playing that day.
- Allow students to pick new games that are featured at recess giving them choice in what is offered to get them playing.

CLOSING

Play is one of the most important commodities children have available to them. It is imperative for emotional, social, and physical health. When children don't have the opportunity to play, it can have dire consequences. Just as nourishment is a basic human right, and provided to students throughout the school day, play should be similarly protected in the educational environment. The opportunity to play or to play in a safe space may not be guaranteed at home.

There are currently no guidelines requiring Michigan schools to provide recess time nor are there any stipulations to prevent schools from removing recess. During the recent pandemic, many schools offered online learning as an alternative to in-person instruction. This unfortunately eliminated recess and the opportunity to play for many students. As new models are being developed for the 2021 school year and beyond, play should be considered as an integral part of the curriculum. As a Coalition, we are asking schools to commit to providing a minimum of 20 minutes of play each day to maintain children's health.



SUPPORTERS OF THESE BEST PRACTICES:



GLOSSARY OF TERMS

PLAY: A pleasurable activity undertaken for no apparent purpose.

RECESS: A regularly scheduled period within the school day for physical activity and play that is monitored by trained staff or volunteers ([CDC, 2017](#)).

PHYSICAL ACTIVITY: Any bodily movement produced by skeletal muscles that requires energy expenditure. Physical activity refers to all movement including during leisure time and for transport to get to and from places ([World Health Organization, 2020](#)).

SOCIAL AND EMOTIONAL LEARNING: Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([Collaborative for Academic, Social and Emotional Learning, 2021](#)).

GAME: A form of play or sport, especially a competitive one played according to rules and decided by skill, strength, or luck ([Edutopia, 2014](#)).

SAFE ROUTES TO SCHOOLS: An approach that promotes walking and bicycling to school through infrastructure improvements, enforcement, tools, safety education, and incentives to encourage walking and bicycling to school ([U.S Department of Transportation, 2015](#)).

PHYSICAL EDUCATION: Physical education provides students with a planned, sequential, K-12 standards-based program of curricula and instruction designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. During physical education, students practice the knowledge and skills they learn through physical activity ([SHAPE America, 2015](#)).

INCLUSION: the practice or policy of including and integrating all people and groups in activities, organizations, political processes, etc., especially those who are disadvantaged, have suffered discrimination, or are living with disabilities (Dictionary.com).

FAIRNESS (FAIR): marked by impartiality and honesty : free from self-interest, prejudice, or favoritism (Merriam Webster Dictionary).

PUNISHMENT: suffering, pain, or loss that serves as retribution (Merriam Webster Dictionary).

PURPOSEFUL MOVEMENT: intentionally incorporating movement in the classroom (or any setting) as it is recognized that movement is necessary to induce optimal learning conditions in the body (Pennington, E., 2010).

RULES: A set of explicit or understood regulations or principles governing conduct within a particular activity or sphere (Encyclopedia.com).

ACTIVE ENGAGEMENT: Moving or tending to move about vigorously or frequently by engaging directly in an activity, game, or facilitation of play.

STUDENT VOICE AND CHOICE: The opportunity for a child to choose one's path in the way they engage best and to direct some aspects of that engagement—helps to make children feel personally invested in their engagement and gives them a role in shaping and creating it rather than it being simply delivered to them.

COMMUNITY NORMS: Community norms are a set of agreements informing member behavior and rooted in community values, beliefs, interests (CDC, 2014).

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