RECESS-BASED FITNESS INTERVENTION IN ELEMENTARY SCHOOL CHILDREN

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1 Background

- Recess provides a daily opportunity for children to be physically active, yet many students spend recess time standing, sitting, or engaging in low-intensity activities.
- We examined whether a structured recess-based fitness program could increase physical activity and fitness in elementary school children.

2 Purpose

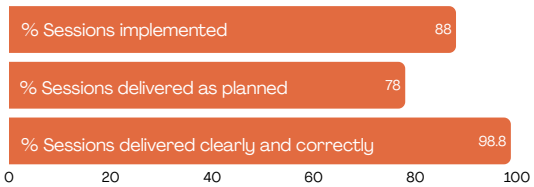
- To determine whether a structured recess-based fitness program could be successfully implemented in an elementary school setting.
- To assess whether students enjoyed and participated in the program.
- To explore whether the intervention could improve physical activity levels and fitness outcomes in children.

3 Methods

- 2 arm randomized controlled trial in 91 third graders and 116 fourth graders in two elementary schools for 3 months

4 Key Findings

How well was the program delivered?

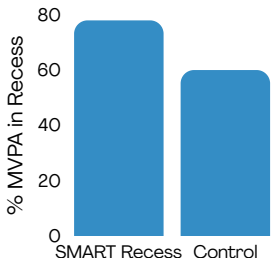


Did students participate and enjoy the program?

97.8% Enjoyment

19.4% Attendance

Did the program improve outcomes?



- SMART Recess group had more moderate to vigorous physical activity during recess
- No change in other outcomes

5 Conclusion

- Acceptability was deemed satisfactory from students and teachers regarding a structured recess fitness program
- Further studies should focus on the implementation of SMART Recess during different times of the school day

St. Laurent, C. W., Burkart, S., & Alhassan, S. (2019). Feasibility, acceptability, and preliminary efficacy of a recess-based fitness intervention in elementary school children. International Journal of Exercise Science, 12(4), 1225–1243. https://doi.org/10.70252/voii8947