Play With a Purpose:
Leveraging Recess to Support PBIS

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Big Ideas for managing recess

- Environment is safe
- Effective systems in place
- Engagement/Culture
- Empowerment

- self-actualization: morality, creativity, spontaneity, acceptance, experience, purpose, meaning, and inner potential
- self-esteem: confidence, achievement, respect of others, the need to be a unique individual
- love and belonging: friendship, family, intimacy, sense of connection
- safety and security: health, employment, property, family, and social stability
- physiological needs: breathing, food, water, shelter, clothing, sleep
Big Ideas for managing recess

Counselor Connections to Recess

• **School Climate**
  – Social/Emotional Learning
    • Increasing leadership skills
    • Increasing conflict resolution skills
    • Opportunities to practice social skills
  – School Wide PBIS
  – Bully Prevention
  – Transition strategies/techniques
Big Ideas for managing recess

Tier 1 supports to scaffold Tier 2 needs

Teaching skills to the whole school allows peers to model behaviors/skills to those students who need more support and practice.

“Play is kids’ work in that it is a form of experiential learning that contributes directly to a person’s ability to handle failure, to work in teams, and to take risks.” — Jill Vialet (Playworks Founder)
Big Ideas for managing recess

Recess Team

• Administrator
  – Usually a principal or AP responsible for **setting goals** and **evaluating recess**.

• Recess Manager
  – Point person responsible for **implementing recess strategies** on the playground.

• Aides, teachers, etc.
  – **Initiate** Core Games, Encourage Students to “TRY IT ON” & **Scaffold** for those who need more.
  – Support overall **goals** and **strategies**
Big Ideas for managing recess

Recess Team Meeting

– 10 minutes once a week
– Game of the week and other rotating games
– Issues on the playground
– Short term and long term goals
– Observations and assessments
Big Ideas for managing recess

Playground Mapping

- What’s there already?
- What game stations can we create?
- What areas should be off limits?
- Areas for free play
Tools for managing recess

Setting your space
Big Ideas for managing recess

Rules

• Incorporate and adapt building wide rules for playground
• Frame the rules in positive terms
• Give kids some level of buy in
• Post the rules and the playground map
• Incorporate incentive programs
Tools for managing recess

Conflict Resolution Strategies

- Roshambo
- Adult mediated conflict
- Peer leadership
Proactive Group Management Strategies

Signals & Attention Getters

Differentiated Learning

Rapport & Consistency

Transitions, Openings & Closings

Rules & Consequences

Tools needed by the adults who engage in recess
engaging children so they see you as a trusting and helping person

being interested in youth and conveying the sense that you want to understand their world

seeing children as unique individuals worthy of respect
Rapport and Consistency

Tips:

• developmentally appropriate language
• body language-on their level
• neutral tone-voice
• eye contact
• notice (ie. haircut, lost tooth, etc.)
• silly vs. joking
• names
Differentiated Learning

Some students need to see clear boundaries and tend to respond better to structured choices, while others need space to explore and experiment.

Recess should appeal to all learners by providing various kinds of space in different areas of the playground.
Rules & Consequences

- **Rules** provide children with safety (physical, emotional), security and the positive expectations within which they can thrive.

- **Consequences** should be designed to teach. Punishments do not actually change behaviors or motivations. Adding tasks (writing lines, picking up trash, etc) do not actually lead to changes in behavior, but they do lead to frustration. It is not fair to make a child frustrated because an adult is frustrated.
Rules & Consequences

**Rules**
- Expectations of success (positive)
- Community buy-in
- Understandable impact
- Condensed

**Consequences**
- Teach, not punish
- Are timely
- Are related to rule broken
- Are assigned calmly
- Only use what you need to get change
Transitions: when students are moving from one place to another or between activities. They are little bits of time that, if not planned for appropriately, can cause chaos in student groups.

Closings and Openings: bookend activities with special check-ins and cheers that help bring excitement to the experience and closure to the event.
Transitions

- Move like a penguin, robot, moonwalker...
- Sequence Touch
- 2 high fives
- Countdown
- Breathing
Openings, and Closings

- Check ins
- Cheers
- Closings on every transition back to the classroom
- Openings until students understand expectations
Capturing and retaining attention and focus are both crucial in running an engaging, student-focused program.

Be fun, silly and creative with your style and be consistent with your expectations.
Attention Getters

• Match me
• When I say..... you say.....
  • 1,2,3, eyes on me...
• Clap sequences
Indoor Recess Survival Guide
### Big Ideas for managing recess

#### Assessment

<table>
<thead>
<tr>
<th>Recess Indicator</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core recess games are set up and active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Game of the Week is set up and active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Equipment system is in place</td>
<td></td>
<td></td>
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<tr>
<td>4. Transition system is in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Rules and consequences system is in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Visuals system is in place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Systems are implemented consistently across all recesses</td>
<td></td>
<td></td>
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<tr>
<td>8. All adults have roles and are actively involved in recess</td>
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<tr>
<td>9. Adults model and encourage positive behaviors (conflict resolution, positive encouragement, and signals/attention getters)</td>
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<tr>
<td>10. Adults demonstrate effective game facilitation</td>
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<td></td>
</tr>
</tbody>
</table>
## Big Ideas for managing recess

### Assessment

<table>
<thead>
<tr>
<th>PLAYWORKS SITE VISIT OBSERVATION</th>
<th>PM Notes re: Check in with Principal/Admin./Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
<td></td>
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<tr>
<td>Grades Observed:</td>
<td></td>
<td></td>
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</tbody>
</table>

#### Recess Grade levels?

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Observations, Feedback &amp; Follow-up needed</th>
<th>Meeting Expectations?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games Observed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game of the week:</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of stations:</td>
<td># of JC's present:</td>
<td></td>
</tr>
<tr>
<td># of conflicts:</td>
<td>(comment on resolution of conflicts)</td>
<td></td>
</tr>
<tr>
<td># of High Fives:</td>
<td># of RSB</td>
<td></td>
</tr>
<tr>
<td>RC creates an inviting environment for recess by ensuring that all equipment and boundaries are clear and visible</td>
<td></td>
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<tr>
<td>RC uses effective group management techniques</td>
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<tr>
<td>RC movement at recess is strategic: includes monitoring safety, modeling games, and promoting Playworks culture</td>
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<tr>
<td>RC establishes conflict resolution strategies including RSB</td>
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<tr>
<td>RC implements effective equipment distribution system</td>
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<tr>
<td>RC establishes consistent transition procedures to ensure recess time is maximized</td>
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<tr>
<td>RC actively organizes, leads, and plays games with students</td>
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<tr>
<td>RC ensures that all games are structured and safe by reinforcing safety rules, boundaries, and game clarification debriefs.</td>
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<td>RC supports less comfortable students to participate</td>
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<tr>
<td>RC facilitates play between kids of different genders, ethnicities, and ability levels</td>
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<tr>
<td>RC implements age appropriate games</td>
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<tr>
<td>RC encourages students and adults to treat each other with respect</td>
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<tr>
<td>RC engages adults on the playground</td>
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<tr>
<td>RC encourages students and adults to treat each other with respect by modeling the core values</td>
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Big Ideas for managing recess

Goal Setting

Recess Trends: Observations of how recess has looked, sounded and felt:

*All members of the recess team should contribute to this section.*

- Highlights
  - ●
  - ●
  - ●

- Challenges
  - ●
  - ●

- Comments

What are the Recess Manager’s main concerns:

- ●
- ●
- ●
## Tools for managing recess

### Goal Setting

<table>
<thead>
<tr>
<th>Roles:</th>
<th>Recess Manager</th>
<th>Recess Coach</th>
<th>Student Leaders</th>
<th>Teachers</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1:</td>
<td></td>
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<tr>
<td>Date to check back:</td>
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</table>

| Goal 2: |                |              |                 |          |        |
| Date to check back: |              |              |                 |          |        |

| Goal 3: |                |              |                 |          |        |
| Date to check back: |              |              |                 |          |        |
For more information contact:
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allan.whitmore@canyonsdistrict.org

https://www.youtube.com/watch?v=GEIGvkj_QMI