

## Key-To-Success Recess (Schoolyard) Expectations

Objective
<ul style="list-style-type: none"> <li>➤ Request the attention of all students</li> <li>➤ Tell students that you are going to talk about ways to <b>BE RESPECTFUL, BE RESPONSIBLE, BE POSITIVE, BE PEACEFUL</b> and <b>BE AN ACTIVE LEARNER at recess</b>. Tell students that the purpose of this lesson is to teach the <u>specific</u> expectations that you (the teacher) have for them in the recess setting.</li> </ul>

Schoolyard Recess Expectations	Negative Examples
<ol style="list-style-type: none"> <li>1. Walking to line at start of recess</li> <li>2. Look and Listen for staff directions</li> <li>3. Share equipment</li> <li>4. Teach/ Learn a new game</li> <li>5. Be a friend</li> <li>6. Keep our schoolyard clean</li> <li>7. Positive interactions</li> <li>8. Return equipment when recess is over</li> <li>9. Return to line when recess ends</li> </ol>	<ol style="list-style-type: none"> <li>1. Rough housing and play fighting</li> <li>2. Leaving the recess area (passing the line)</li> <li>3. Bullying</li> <li>4. Ignoring staff request(s)/ direction(s)</li> <li>5. Not returning to the line at the end of recess signal (whistle).</li> <li>6. Improper use of equipment</li> </ol>

Teaching Demonstrations (with partners)
<p><i>**All actions should be performed in an exaggerated, funny manner to promote retention</i></p> <ul style="list-style-type: none"> <li>• <b>BEING RESPECTFUL.</b> Tell students that there are 2 expectations that are good examples of BEING RESPECTFUL. They include: <b>(1) follow directions the first time</b> and <b>(2) share equipment by taking turns.</b> <ul style="list-style-type: none"> <li>○ <b>Negative Example Demonstration:</b> Have teacher play the role of the students and one partner play the role of the teacher. The <b>student partner</b> is instructed by the <b>teacher</b> to return to line. Instead the <b>student, played by the teacher</b>, grabs a jump rope from another student and begins running away with it.</li> <li>○ <b>Student Opportunity to Respond:</b> Ask students to specifically identify what expectations were not followed (ex. not listening or sharing). Praise correct responses.</li> <li>○ <b>Positive Example Demonstration:</b> Repeat the demonstration showing positive examples of the expectations (ex., lining up and/ or offering to put the jump rope away for the other student). Select students, one at a time, to play the role of the student in repeating the demonstration.</li> </ul> </li> <li>• <b>BEING RESPONSIBLE.</b> Tell students that there are 3 expectations that are good examples of BEING RESPONSIBLE. They include: <b>(1) help with equipment, (2) proper use of equipment, and (3) they must be in uniform.</b> <ul style="list-style-type: none"> <li>○ <b>Negative Example Demonstration:</b> Teacher plays the role of student and one student plays the role of teacher. Other partners may be needed to play the class. The teacher should instruct the student he/she can leave line to play. <b>Student, played by teacher,</b></li> </ul> </li> </ul>

should grab a rope and begin swinging it wildly, then throw it down and run away (make sure other students are at safe distance).

- **Student Opportunity to Respond:** Ask students to specifically identify what expectations were not followed (ex., proper use of equipment and not helping with equipment when they finished) Praise correct responses.
- **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the expectations (ex. putting away the jump rope, jumping after making sure no one is too close). Select students, one at a time, to play the role of the student in repeating the demonstration.
- **BEING POSITIVE.** Tell students that there are 2 expectations that are good examples of BEING POSITIVE: **(1) play with others** and **(2) make a new friend.**
  - **Negative Example Demonstration:** Have two partners play the role of student bystanders, one student play the role of the victim, and the teacher to play the role of the aggressor. The teacher is to play the role of a student telling the other student that he/she cannot play with him/her and friends, while the other two students stand around them and remain silent.
  - **Student Opportunity to Respond:** Ask students to specifically identify what expectations were not followed (ex. playing with others, and make a friend). Praise correct responses.
  - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the expectations (ex. Making a new friend and playing properly *(If you choose to include the verbal show the watchers going to tell the teacher or stating that he/she can play with them too)*). Select students one at a time, to play the role of the student in repeating the demonstration.
- **BEING PEACEFUL.** Tell students that there is 1 expectation that is a good example of BEING PEACEFUL: **(1) Report concerns to monitor immediately** and **(2) say please and thank you.**
  - **Negative Example Demonstration:** Have one partner play the role of student who is the victim and teacher to play the aggressor. As the class is walking back to line one student, played by teacher, will push another to try to be line leader (push as soft as possible).
  - **Student Opportunity to Respond:** Ask students to specifically identify what expectations were not followed (ex. the second student didn't report the concern, and did not ask permission to go ahead of the other)
  - **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the expectations (ex. asking nicely and using polite words). Select students one at a time, to play the role of the student in repeating the demonstration.
- **BEING AN ACTIVE LEARNER.** Tell students that there is 1 expectation that is a good example of BEING AN ACTIVE LEARNER: **(1) learn to play a new game** and **(2) teach someone a new game.**
  - **Negative Example Demonstration:** Have one partner play the role of student and one play the role of teacher. As the class is being instructed on how to play "Simon Says" or "duck duck goose" one student will just wander around aimlessly.

- o **Student Opportunity to Respond:** Ask students to specifically identify what expectations were not followed (ex., learning to play a new game). Praise correct responses.
- o **Positive Example Demonstration:** Repeat the demonstration showing positive examples of the expectations (ex., learning/ teaching a new game). Select students, one at a time, to play the role of the student in repeating the demonstration.

### After the Lesson (During the Day)

- Tell students that you will be watching them at recess to make sure they are **BEING RESPECTFUL, BEING RESPONSIBLE, BEING POSITIVE, BEING PEACEFUL AND BEING AN ACTIVE LEARNER**
- As students demonstrate the specific expectations throughout the day, remember to praise examples of the behavior (use descriptive praise) and reward with bee tickets

