

Playground

Behavior Expectations

Show RESPECT	Show RESPONSIBILITY	Show SAFETY	Do your Job!
<ul style="list-style-type: none"> • Wait patiently for your turn. • Give everybody a chance to play. • Talk through your problems to solve them. • Show good sportsmanship. • Take responsibility for your actions. • Follow directions from all adults politely and immediately. 	<ul style="list-style-type: none"> • Take care of school equipment. • Line up promptly with your class. • Take responsibility for your actions. Accept consequences appropriately. 	<ul style="list-style-type: none"> • Be within the teacher's sight at all times. • Use all equipment the way it was intended to be used. • Keep balls and jump ropes away from all equipment. • Swing properly on the swings. • Keep your body and emotions under control. • Be aware of your surroundings while running. 	<ul style="list-style-type: none"> • Have fun! • Be honest.

Teaching Examples

Instructional Location: *Playground*

Expectations being Taught: *Be Respectful, Be Responsible, and Be Safe*

Rationale: *Being respectful, responsible, and safe on the playground maintains a safe environment by preventing accidents. By being safe and respectful students have the opportunity to make new friends, get exercise, and have fun during recess. When students respect the playground equipment, the equipment lasts longer and allows for other students to enjoy using it. Research has shown that "Students were more on-task and less fidgety in the classroom on days when they had had recess" (Jarrett et al., 1998)*

Teaching Plan

Materials Needed: *Recess Video, projector, "right way/wrong way signs, and reinforcers*

Anticipatory Set: *Using an InFocus projector, show the PBS playground video to the students. This may foster discussion and will act as an activator of prior knowledge.*

Presentation: *By grade or class, students will file onto playground. Teacher will announce expectation to the group, define it, and discuss the rationale. An adult will then demonstrate the examples and non-examples of the desired behavior. Students that are observing will rate the performance by holding up pre-made signs that say, "wrong way" or "right way". If the behavior being modeled by the teacher was not the desired behavior students should be given the opportunity to demonstrate the desired behavior. Consider using both internal and external rewards during and after the lesson.*

After the Lesson

1. Daily, and throughout the school year, continue to review and reward the positive behavior of the students during recess.

Jarrett, O. S., Maxwell, D. M., Dickerson, C., Hoge, P., Davies, G., & Yetley, A. (1998). The impact of recess on classroom behavior: Group effects and individual differences. *JOURNAL OF EDUCATIONAL RESEARCH*, 92(2), 121-126.