

PLAYGROUND

Behavior Expectations		
Be RESPECTFUL	Be RESPONSIBLE	Be SAFE
<ul style="list-style-type: none"> • Play fair and follow the rules • Make an effort to include everyone • Follow the directions of all adults • Share the equipment • Take Turns 	<ul style="list-style-type: none"> • Return borrowed equipment • Choose a zone in which to play • Use the bathroom before coming to recess • Line up quietly when recess is over • Dress appropriately for the weather 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • Always walk on the mulch • Use equipment appropriately • Stay on the playground and away from parking lot • Play safely
Student Activities		
<p>Instructional Location: <i>Playground</i></p> <p>Expectations being Taught: <i>Be Respectful, Be Responsible, and Be Safe</i></p> <p>Rationale: <i>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)</i></p> <p>Teaching Plan</p> <p>Materials Needed: <i>Recess Video, projector, “right way/wrong way signs, and reinforcers</i></p> <p>Anticipatory Set: <i>Using an InFocus projector, show the playground video to the students. This may foster discussion and will act as an activator of prior knowledge.</i></p> <p>Presentation: <i>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.</i></p>		
After the Lesson		
<p>Daily, and throughout the school year, continue to review and reward the positive behavior of the students during recess.</p>		

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.