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Recess Preparation and Reflection For Supporting Social Connectedness

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Recess Preparation and Reflection For Supporting Social Connectedness

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Recess . . . it's NOT all fun and games!

Hear That?? It's the recess bell!

Every child should have the opportunity to have fun at recess, regardless of background or ability or family or culture, and, as a society, it is our responsibility to determine how to support this goal for each child.



Review from the Literature

References on this slide:
Jarrett & colleagues, 1998
McCabe & colleagues, 2011
Stanley & colleagues, 2012
Twarek & George, 1994
Walton & Cohen, 2011

Prior studies found that a lack of space, incimate weather, and school uniforms were the top barriers to a successful recess.

Boys and girls play differently during recess. Boys tend to choose competitive, larger-group activities while girls select non-competitive, small-group activities.

Children with an unsettled home life, those with special needs, and from minority families have an especially hard time settling down after recess.

The use of regular positive psychology techniques positively correlates with a person's heightened levels of satisfaction with life.

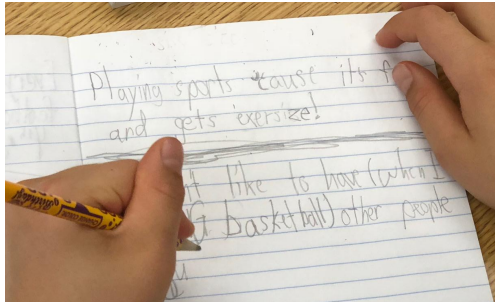
Social satisfaction is directly related to positive relationships and academic work.

There was NO existing research on recess purely as a place for students to connect socially.

Research Questions

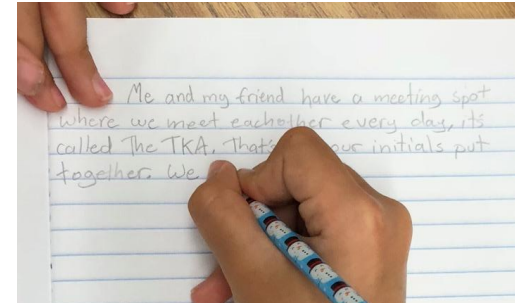
Driving Questions Included:

1. What do children say makes them most happy during recess?
2. What factors affect a child's transition from recess back into their classroom?
3. What are the barriers that prevent children from enjoying their recess time?
4. How does the ability to connect socially at recess affect students immediately after recess in their classroom?



Methodology

Qualitative Research Approach



Project Site

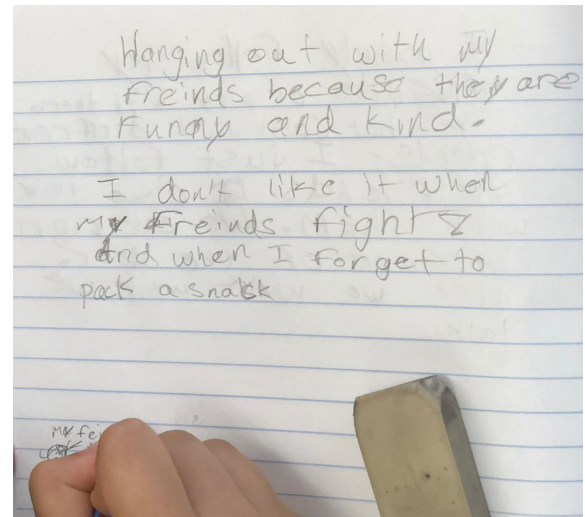
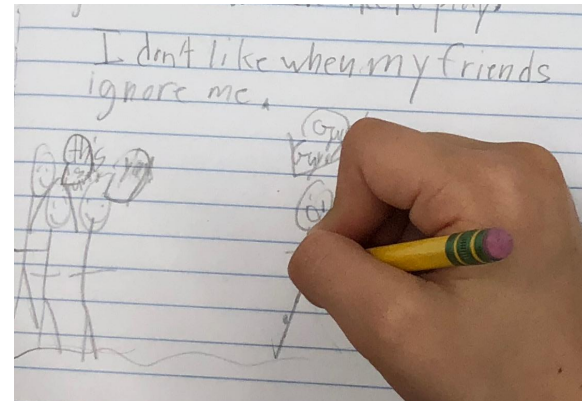
- ❖ 695 students grades K - 4th
- ❖ 5 - 6 classrooms per grade
- ❖ Upper class neighborhood
- ❖ 67% of students are European American
- ❖ 9% English Language Learners
- ❖ 6% accepting free or reduced meals

Data Collection

- ❖ Study participants were teachers, administrators and yard duty supervisors
- ❖ Classroom teachers included journal writing into their weekly routine to obtain student perspectives
- ❖ Journal writing with prompts allowed students time for recess preparation and reflection once a week or four weeks.

Findings

- ~Teachers are disconnected from their student's recess experiences.
- ~Transition time is not a priority and students are not prepared to switch from academic mode to social mode.
- ~Children are unable to leave a frustrating recess behind them without reflection, so their classroom engagement is affected.



Implications of My Findings

Better Connected Teachers → More Support for Struggling Students

Emphasis on Transition Times → Preparing Students to Switch Roles

Socially Connected Children → Academically Engaged Students

Conclusion

When students are socially connected on the playground they are happier at school and perform stronger in their classroom academics.

As a society it is our responsibility to support the goal of happiness and success for each child!

Comments? Questions?



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