



## A QUALITY RECESS CHECKLIST

The following checklist will help create a quality recess experience for your school. Recess is the time normally allocated in the school day for a child's recreation, where free play should be the primary component. A child should feel engaged but removed from the routine of the classroom. Adults should support this opportunity for play without imposing their 'adult' version of how play should appear to be.

### FROM PHYSICAL LITERACY PERSPECTIVE

So that all children have an opportunity to learn and explore in movement and, social and emotional skills, we ensure the below items are offered:

- It is safe as necessary, not safe as possible. Risky or Adventure play is healthy
- Space – there is room to move, play, run, kick and throw for everyone
- Zones on the blacktop and field have been created for specific types of movement and play
- Activities – there are both organized and unstructured games for students to play
- Equipment – different sizes of balls, hoops, scoops, bean bags, etc.
- Equipment – is there enough for all children who want it
- Equipment –it is in good condition
- All children, regardless of gender, ability or age are encouraged to be active
- Playground markings are visible and clearly marked
- There is equipment for the playground markings and students have access to it
- Both staff and students have had training on the games and activities for the playground markings
- There is a peer leadership recess program at our school to provide some organized games
- Our recess leaders are given proper training before they start, including conflict resolution, how to facilitate games, problem solving and creativity
- Our recess leaders are provided with ongoing training during monthly meetings
- The recess leaders know they can ask a teacher for help anytime
- The students who come to play with the recess leaders have a choice to do so, it is not mandatory
- Our recess program runs all year round, even in winter



### FROM A SOCIAL/EMOTIONAL PERSPECTIVE

- We address bullying of any type immediately.
- The students are aware of and know our anti-bullying strategies
- Our school has a conflict resolution strategy
- Students are taught conflict resolution strategies to use on their own
- Adults allow the children the opportunity to solve problems on their own
- Active Supervision is a priority – open dialogue and/or redirection are tools used to diffuse a problem between students, only if students cannot
- Children are not standing around disengaged from each other
- Voices are positive, excited yelling, words are respectful
- There is encouragement of interaction amongst the various age groups (intergenerational play)
- There is positive communication with peers and adults
- Child are given the opportunity to practice self- and peer-regulation without adult interference

### FROM AN ENVIRONMENTAL PERSPECTIVE

- Our school's outdoor Recess Plan is understood and utilized by staff, students and parents
- We have an Indoor Recess Plan for inclement weather days
- Transition out to recess, and back in after recess ends, occurs as efficiently as necessary
- There different surfaces to play on:
  - grass/turf
  - blacktop
  - climbing apparatus.
- The Playground is physically safe to play on - free from large cracks, heaving pavement
- Is it clean (no garbage or excess sand/gravel)
- Grass/turf areas are safe to play on – there are not any large dips or holes
- There is shade from the heat
- Children are allowed to climb on snow hills
- There is easy access to water, washroom and first aid