

## ALL-INCLUSIVE RECESS PLANNING

1. Principal or Safe School Committee member to assemble Attribute Champions to designated area for the monthly recess planning session (ie: staff room, library). Note: Principal or Safe School Committee member should record a list of Champions names each month using an excel spreadsheet; this will be used throughout the year to track Champions and used for monthly posters.
2. Each session takes about half an hour during DPA (or at another mutually agreed upon time).
3. One or two people can facilitate the brainstorming with the students. It's helpful to have someone writing and someone leading the session. You'll need flip charts and markers, or a blackboard or Smart Board.
4. Introduce yourself. Welcome and congratulate your Champions; remind them of the Attribute that they are being acknowledged for. While waiting for all the students to arrive, ask those present what they did to be chosen for their Champion attribute (i.e., do they understand? especially for the younger grades).
5. Explain to them what is going to happen: they're going to brainstorm together to come up with games/activities that ALL students can participate in for the All-Inclusive recess (safe, fun and age-appropriate for all). Then they'll vote to narrow down and select the final 5 or 6 activities.
6. Note: depending on school size you may want to split the recesses each month. One month is primary grades 1 – 3, and the next month is junior grades 4 – 6. All Champions do host the recesses each month regardless of age, i.e., Grades 1 through 6 Champions host both primary and junior.
7. Know and show the layout/space you have to work with for the recess execution; a diagram can be displayed using a flip charts and markers, a blackboard, or Smart Board. Using a partitioned map of the areas you can use (outdoors and indoors), will show how many activities can be executed and the space available.
8. Ask the students to suggest their favourite game/activity that would work well on the field, pavement, gym etc., and write all of the options on the flip chart or Smart Board (about 10 – 12 choices). Guide them if they choose activities that are inappropriate for certain grades due to safety or overall participation. Remain positive and make them feel that they are making the decisions. Encourage all students to provide suggestions (some are shy). Most importantly, make sure that the school has the necessary equipment available for all suggested activities.
9. Once you have a list of choices, each student gets to vote to narrow down and finalize the selection of activities for the spaces you have available (see your partitioned map, the number depends on your space). Keep track of which activities received votes and how many votes they received. Once everyone has voted, the top 5+ (depending on spaces on your map) are selected and placed in the area that works best (see your map). Make sure all students are in agreement with final activities chosen. Help guide them, but let them make the decisions.
10. Next, assigning Champions to each activity. Guide them so that they're spread out fairly/evenly across for each activity. Have each Champion record their name beside the activity they would be to execute. Keep a record of the activities, their location and who is assigned to each activity. Let the students know they will be paged to meet again just before their recess event and that they can either help run the activity, or just participate in it, if that is what they prefer. Make sure that any students who missed the planning session get assigned to an activity.

11. Safe school committee must be informed of what games/ activities are chosen so that the equipment can be pulled in advance on the day of the recess. If possible, try not to change the games from the recess planning stage to execution. The kids get disappointed if the games they picked end up being switched by faculty. It defeats the purpose of the entire planning session. Make sure whoever is in the recess planning meeting can make the decision on what games are appropriate and can help lead the students in that direction.
12. Have a backup plan/date in case of inclement weather (some indoor activities or date change).
13. Recruit parent/teacher volunteers for recess day (see details listed in Recess Execution).



## ALL INCLUSIVE RECESS EXECUTION

1. Each All-Inclusive recess is 15 minutes long falling in regular scheduled am or pm recesses. If you separate primary from junior recesses, the grades that aren't participating in the All-Inclusive recess, stay inside their classrooms until their All-Inclusive recess begins.
2. Have all equipment and parent/ teacher volunteers ready to go ½ hr before the recess is slated to begin. You need at least one adult volunteer per activity to meet the students prior to the recess start time. They will be responsible for bringing the Champion students to their activity area and helping them setup any equipment if required. As well they will be responsible for helping make sure all students are participating and playing in an appropriate manner. Any additional volunteers can act as floaters and help direct students to activities and/or fill in as required. If only one adult per activity is available prior to the recess start time, use the floaters to fill in once the recess begins. It is imperative that at least 1 adult volunteer accompany each group of Champions to their activity.
3. Attribute Champions are paged to the designated area (staff room, outside the office, etc. ) 15 minutes before the recess is slated to begin. Assign the adult volunteers to each group of Champions and have them make their way with their equipment to the respective playground area or gym to setup.
4. Each team will figure out collaboratively how they want to run their game/activity so that the greatest amount of children can participate at a time. Remember, the whole recess is only 15 minutes long. The most popular activities are usually anything on the field or involving balls, and the least popular activities - anything on the pavement.

**Tips:** Soccer – instead of playing one giant game (where it's impossible to know who's on what team), try using pylons to break up the field into smaller sections and run mini-games of 10 kids per side or have multiple soccer balls tossed into the game at various moments. It's all a learning process. The kids are happy to be getting a special recess. Some activities have maximums placed on them (ie: dodge-ball or floor hockey in the gym or tobogganing on the hills). This is due to equipment, space and safety.

5. 10 minutes before the All-Inclusive recess is to begin, the Principal or Safe School Committee member will page the classrooms that are participating in the All-Inclusive recess. (i.e., Primary 1 – 3 or Junior 4 – 5). Teachers will bring their students outside to line up single file on the pavement until all participating classrooms are outside.
6. The facilitator will announce what games/activities are happening and in where they are (on the playground/in the gym). The students are reminded to walk safely to the activity they'd like to participate in.
7. It helps for groups to cheer for their activity to draw a crowd, and once the kids arrive at each game, it's nice to have the Attribute Champions introduce themselves and have everyone give them a round of applause. Then we explain to the group how to play the game, ask if there are any questions and then we start the game/activity.
8. You need to be flexible and to recognize if a game needs to be switched up. If it looks like interest is waning, then you need to change it up to keep all kids engaged. Ie: Obstacle Course/Relays – these work best if there are at least 4 or 5 short courses running at the same time so the kids don't have to wait in line for very long to participate. It also helps if not all lines are doing the same things in the same order for maximum engagement.

9. At the end of the All-Inclusive recess the bell will ring to announce the All-Inclusive recess is over. The adult volunteers and the Attribute Champions need to gather up all the equipment from their activity and bring it back into the school to a designated area.
10. Here is a list of activities we have done in the past for inspiration:

**SUMMER:** basketball, dancing, chalk drawing, obstacle course/relay, skipping, hula hooping, soccer, octopus, tag (various forms), capture the flag, over-under, duck-duck goose, soccer-baseball, wink-murder, wax museum, red light-green light, dodge-ball, floor hockey.

**WINTER:** snowman building, largest snowball contest, snow castle building (use recycle bins as pails), snow melting contest (use baggies and put snow inside each one, try to melt it the quickest), tobogganing (must be wearing snow pants and winter boots), freeze tag, dancing, obstacle course/relay, capture the flag, dodge-ball, floor hockey.

**INCLEMENT WEATHER:** If possible, move the recess date to the following day or a few days later when the weather is better. It is essential that the recesses don't get cancelled. If there is space indoors to do any of the planned activities, please try to do so.

