

STRATEGIES FOR INDOOR RECESS

EXAMPLES OF MICRO CHANGES IN ROUTINES AND PRACTICES

GAMES

- Add more games so that all students are busier playing
 - Board games, word games, indoor games like “Simon Says”, puzzles, videos, arts and crafts, inflatable balls to pass while in their seat, scavenger hunts, indoor recess activity boxes, obstacle courses, etc.
- Take away games that prompt aggression and arguing
- Make sure all games have clear rules
- Include whole group activities such as teacher led “Simon Says” with stretches, aerobics or pilates with water bottles as weights, exercises at their desks, organized large group games such as soccer, parachute, wall-ball, relay races (if space permits)

INDOOR RECESS SUPERVISION

- Make sure supervisors are able to monitor all areas of indoor recess
- Increase the number of supervisors
- Change what supervisors do: Implement active supervision in which supervisors move around, interact with students, participate in play
- Create a standard procedure for supervisors to respond to and stop bullying and conflict

RECESS PROCEDURES

- Make a list of indoor recess rules and teach them to all students and staff
- Give a copy of all indoor recess rules to students and have them sign it so they can't say, “I didn't know the rules”
- Have clear boundaries set up for different activities (reading area, game area, etc.)
- Have students choose what area they will play in prior to recess if space is limited
- Find the places where bullying or behavior problems occur and increase supervision or restrict student access to these places
- Encourage students who are the targets of bullying to play near supervisors
- Assign each student a ‘recess buddy’ so that isolated students are more likely to be included in recess games and activities and less likely to be targeted by bullies
- Conduct classroom meetings to increase empathy in the students who observe bullying and conflict and prepare them to stop it (Maines & Robinson, 1998)

EVIDENCE-BASED INTERVENTIONS

- Bully proofing your school: A comprehensive approach for elementary schools (Garrity, Jens, Porter, Sager, & Short-Camilli, 1997) describes strategies and includes resources for implementing a school-wide anti-bullying program that involves staff, students, targets of bullying, bullies, and parents
- Bully busters: A teacher's manual (Newman, Horne, & Bartolomucci, 2000) provides teachers with strategies to intervene to reduce bullying and prevent future incidents with classroom meetings and activities

- Olweus bullying prevention program (Olweus, Limber, Crocker Flerx, Mullin, Riese, & Snyder, 2007) is a school-wide program to reduce bullying; teachers, administrators, or school psychologists interested in implementation must receive training
- Strong Kids (Merrell, Gueldner, & Tran, 2008) teaches social emotional learning, including competent peer interactions, in 10-12 half-hour lessons.