

## How to Use It

- These activities may be taught in sequence as an instructional unit, or selected for use at various times throughout the year.
- We suggest teaching SPARK Recess Activities to all 3rd-grade students at the beginning of the school year; thus, providing a menu of active options to choose from.
- In order to increase MVPA during recess, teach students to start a new game when more than 3 are waiting to play. Practice this during your lessons.
- Use the Recess Expectation Cards and Peaceful Resolution Cards, as well as the Recess Activities Performance Rubric to:
  - Help you instruct this unit by defining school recess expectations. (See Safety below.)
  - Provide Recess Supervisors with cues that enable them to:
    - Be proactive with students by posting and explaining expectations.
    - Reward students “caught” being good (those that SPARKle) by giving a small token/ticket to support a reward system.
    - Reinforce recess objectives. For example, if a student is misbehaving on the playground, instead of losing recess time sitting on the wall, student is reminded about the expectations.

## Safety

- To ensure recess is safe, inclusive, active and enjoyable, students should be provided with access to facilities, trained supervisors, and sufficient equipment.
- Implement a consistent set of behavioral expectations (rules) and consequences. Children should know what is expected of them at the beginning of the school year. They should also know the consequences for inappropriate behavior.
- Use the Playground Expectations Cards (SPARKfamily.org) to help teach and maintain appropriate behaviors during recess, or create your own with student input.
- Instruct students in peaceful resolution and self-responsibility. Training of peer-referees fosters responsibility and positive social interactions.
- Prior to play, ensure children understand game rules and how to use and share equipment. This is a proactive means to reduce the number of confrontations.
- Use the Peaceful Resolutions Cards (SPARKfamily.org) to teach and maintain appropriate methods to keep the peace on the playground, or create your own with student input.
- Keep adult-to-child ratios similar to classroom ratios to ensure adequate supervision and a safe movement environment.
- Adult intervention is necessary when a student’s physical or emotional safety is at risk.
- Aggressive behavior and bullying must not be permitted.
- Ensure playing surfaces are conducive to the activity. If only blacktop or cement is available, keep activities at moderate levels.