



Recess For Teachers

Lori M. Koerner



Recess For Teachers:

No More Taking Away Recess and Other Problematic Discipline Practices Gianna Cassetta, Brook Sawyer, 2013
Frustrated by ongoing difficult student behavior You re not alone classroom management issues are a leading cause of teacher burnout But there is a solution No More Taking Away Recess and Other Problematic Discipline Practices shows how to promote good behavior address interruptions and keep everyone moving forward Management and control are not the same write teacher and school leader Gianna Cassetta and noted researcher Brook Sawyer If trying harder to exert control is sapping your energy watch as they show how to transition away from the roles of disciplinarian or goody dispenser and toward an integrated professionally satisfying model for classroom management You ll find everything you need to get going including the rationale for abandoning rewards and consequence tactics research on more developmentally appropriate and efficient management a plan that integrates instruction and management to decrease interruptions specific strategies for addressing misbehavior and refocusing on learning goals ways to analyze problematic behaviors and help students connect and stay motivated Ease your frustration with classroom management and return dozens of hours lost each year to addressing problematic behaviors Take a page from No More Taking Away Recess and Other Problematic Discipline Practices and turn your classroom into a community that helps students become their best selves and helps you rediscover the joy of teaching About the Not This But That Series No More Taking Away Recess and Other Problematic Discipline Practices is part of the Not This But That series edited by Nell K Duke and Ellin Oliver Keene It helps teachers examine common ineffective classroom practices and replace them with practices supported by research and professional wisdom In each book a practicing educator and an education researcher identify an ineffective practice summarize what the research suggests about why and detail research based proven practices to replace it and improve student learning Read a sample chapter from No More Taking Away Recess and Other Problematic Discipline Practices **Recess for Teachers** Vicki Caruana, 2005-01 The author shares with her fellow teachers her belief that true rest can be found in God s comforting embrace and ends each chapter with Rest Stops Rest Reminders and Journal Prompts for the mind body and soul Original

Teacher Perception of Recess and the Effect of Recess on Time on Task in a First Grade Classroom Renee Evans, 2019 In striving to keep up with the ever increasing academic and instructional demands placed upon education systems in the United States we are adding instructional minutes to our students school days Adding these minutes comes at a cost recess Where students used to enjoy and average 60 minutes of unstructured play per day in the early 2000s they are now only receiving an average of 28 American Academy of Pediatrics 2012 Previous research has shown that reducing children s time to grow through play is detrimental to children s development This study aims to add to that research and show a positive correlation between the number of recess minutes in a day and on task behavior in first graders This study also collects data on teacher perception of recess in hopes to further support including adequate recess minutes in the school day In this mixed

methods study eighty teachers were polled using a Likert scale survey and a classroom of nineteen first graders were observed over two days collecting data on four behaviors talking fidgeting out of seat and teacher redirection The results of this study did show that unwanted behaviors were less frequent when extra recess minutes were given In addition the survey data showed that teachers were also overwhelmingly in favor of recess and against eliminating or shortening recess to fit in more academic instruction This study s finding support including at least 60 minutes of unstructured play or recess in school s master calendars as the benefits of recess help students classroom learning more meaningful *Teachers' Perspectives, Practices, and Knowledge of Recess at the Middle School Level* Suzanne L. Servidio, 2020 Prior studies about school recess focuses primarily on the effects and benefits of recess in the context of elementary education This study focuses on middle school teachers perspectives practices and knowledge of recess which were collected using both quantitative and qualitative methods In this case study 61 middle school teachers participated in an online survey seven other middle school teachers provided additional insight through a focus group discussion Data analysis revealed that middle school teachers perceive recess as beneficial overall but there are also some concerns Views about recess at the middle school level were not associated with age gender level of education grade level taught and child dependent responsibilities While middle school teachers noted benefits of recess more than half of the participants indicated that recess was not a topic in their professional preparation However more than half of the participants indicated that recess deprivation was a topic of discussion with supervisors Although the practice of recess deprivation for behavioral or academic reasons has been declining middle school teachers indicated that it does still occur The middle school teachers in the sample had very limited knowledge of the current trends in educational policies or scholarship about recess Findings in this mixed method explanatory case study indicate that recess should be a topic of conversation among teachers at the middle school level This study indicated that middle school teachers do not generally receive professional development about the importance of recess With the increased burden of standardized testing and ever growing academic demands teachers understand that students need self directed time to make their own choices even as they still employ recess deprivation for behavioral or academic reasons The importance recess at the middle school level must be realized by aligning teachers perspectives practices and knowledge of recess with evidence based educational research

Help! It's an Indoor Recess Day Dori E. Novak, 2000-04-15 Indoor recesses are dreaded by teachers They are usually a surprise and the teacher has a classroom full of kids who are used to letting off steam mid way through the morning or afternoon learning activities Teachers who are not on recess duty also look forward to that break to recover and take care of necessities This is the first book to give a comprehensive collection of innovative ideas and creative management strategies for surviving indoor recess The fun ideas and game strategies can be used separately from indoor recess as well The approach will be practical hands on and humorous The illustrations will be reproducible pages for activities The author s goals for the book are to Provide teachers with a straightforward easy to implement strategy for the

effective management of indoor recess Offer the information in a fun to read entertaining styles that reassures teachers they are not alone with this challenge Leave the reader not only excited and determined to try the ideas right away but also anxious to share the book with as many colleagues as possible

Moonlighting Among Public School Teachers Sharon A. Bobbitt, 1989

The Impact of Recess on Children's Social/emotional Development, Classroom Behaviors, and Teacher Pedagogy Lori M. Koerner, 2020

Recent reports have stated that many schools across the United States have been reducing recess to minutes per day or canceling it altogether so that more time can be spent in the classroom The conjecture behind this is that as a result of the Common Core State Standards which many states had adopted there is more pressure for teachers and their students to score better in the classroom There has been very little research to prove that more time in the classroom and less recess equals better academic outcomes for children The purpose of this exploratory case study was to discover the impact of a recess period on elementary school students social competencies emotional development and classroom behaviors especially during sustained instruction This study also sought out how the implementation of recess breaks impacts teachers pedagogy and instructional practices This study uses questionnaires semi structured interviews and field observations which allows the researcher to understand teachers perceptions of recess It is designed to elucidate what recess breaks can offer for children s social emotional and physical development as well as their classroom behaviors regarding attention to learning It also allows the researcher to hear from the teachers and explicate their thoughts on the implications of recess and its effect on their own pedagogy and instructional practice The methodological triangulation allows for an understanding of how recess influences students development and behaviors within the classroom and whether it changes pedagogy and practice The kindergarten through fifth grade public elementary school is in a suburban school district located nearby a large metropolitan city in the northeastern part of the United States This school has a population of 457 students with 54% male and 46% female The population is culturally diverse with 10% of the students receiving English as a Second Language services The ethnic breakdown of student population is as follows 2% Asian 2 5% African American 29 6% Hispanic and s% Caucasian The percentage of students with disabilities is 16% and 43% of students are socioeconomically disadvantaged as evidenced by the number of children who receive free and reduced lunch There are 21 classroom teachers in the school 19 of whom have been in the school for more than three years and have experienced varied forms and structures of recess through their tenure This school employs a full time social worker and a full time psychologist Twenty one classroom teachers were surveyed regarding a 60 minute recess period before the start of the school day the timing of recess breaks throughout the school day and the length of recess breaks and their impact on their students social and emotional growth and development and their cognition specifically where attention to learning is concerned Twenty one kindergarten through fifth grade teachers in this suburban elementary school were invited to participate in semi structured interviews regarding their observations of students social emotional and cognitive abilities as they relate to recess during the

school day A focus group was assembled in the same elementary school to discuss the topic with related service providers and school mental health professionals Students were observed during various recess breaks over five sessions The researcher took field notes regarding social interactions children s communications and play behaviors The sample size for assessing classroom behaviors prior to and following recess consisted of 30 first grade students distributed across three separate general education classes A random selection of students was determined as participants The process for this selection was every other student on each classroom teacher s roster The results of this study validate the value of recess and play experiences for children The study of classroom behaviors exposed the reality that students were more focused and less fidgety following a recess break Teachers responses revealed that recess was valuable for students social emotional academic and physical development It also revealed that teachers feel better about their pedagogy as a result of being permitted to implement recess breaks in between sustained instruction In prior years and as a result of NCLB and the Common Core curriculum teachers were required to provide block periods of instruction in some cases up to 90 minutes for English Language Arts and mathematics even for young students The literature review provided evidence that block time and more time in the classroom with minimal breaks for students is poor practice and a detriment to proper child development Research has indicated that recess and unstructured play are essential for children s social emotional creative and cognitive well being American Academy of Pediatrics 2013 Barros Silver Stein 2009 Children s experience however varies widely from school to school Future research should focus on the differences in recess mandates from state to state and the social emotional and academic outcomes of children based on those mandates It should also focus on effects of indoor versus outdoor recess and child development and the varied programs and opportunities that are available to schools and school districts More research is also necessary regarding student learning and test taking success with and without recess

Grade Teacher ,1922 **Teachers Need a Recess Too!** Jeryl Christmas,2021-05-19 After a long school year children look forward to a fun summer break but they forget that their teachers do too The little boy in this book has a dream where he sees his teacher climbing a tree flying an airplane water skiing and doing other exciting things When he awakes he realizes that **TEACHERS NEED A RECESS TOO** **Recess is Over!** Sherry L. Meinberg,2009-11 From one of America s leading educators comes wisdom guidance and an often hilarious jolt of reality for student teachers and new teachers expecting to preside over calm and mannerly classrooms

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