

Recess

Its Role in Education and Development



Anthony D. Pellegrini

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Judd Kruger Levingston



Recess Its Role In Education And Development:

Recess Anthony D. Pellegrini, 2006-04-21 Writing a book about recess could be a very questionable endeavor for a serious academic psychologist. At first blush it seems to be a pretty trivial topic. It's the time during the school day where there's a break from what's typically considered the most serious work of the day: reading, writing, and arithmetic. Reflecting this trivial tenor, it's also that time of the school day that kids perhaps only half-jokingly say is their favorite part of school. This perception has led many schools to question the role of recess in the school day. This book is an attempt to broach two views of recess: the perceived value of recess and the movement to eliminate or reduce the school recess period from the primary school day. Due to tightened school budgets and the emphasis on testing, many elementary schools eliminate recess, gym classes, and play periods to the developmental detriment of the very children the schools are supposed to serve. Author Anthony Pellegrini has conducted a number of careful studies regarding student attentiveness and performance within programs that have recess periods and those that don't. The data show that students need recess in order to blow off energy and interact with each other in the unstructured recess environment in order to grow socially. The goal of *Recess* is to help readers realize the importance of recess and counter the trend to eliminate it from schools. This book appeals to academics, teachers, administrators, and parents.

School Recess and Playground Behavior Anthony D. Pellegrini, 1995-01-01 The recess period represents a unique part of the school day. It is one of the few times when children can interact with their peers on their own terms with minimal adult intervention. Consequently, it represents one of the few places in primary and middle schools to observe spontaneous peer interaction. *School Recess and Playground Behavior* offers a programmatic examination of a neglected aspect of children's behavior and informs related literatures such as the educational, social, developmental, and cognitive developmental literatures. Dr. Pellegrini goes well beyond what has been done in the past by systematically pursuing an underlying theme that revolves around the educational significance of recess periods. Due to the relatively new interest in understanding the developmental significance of playground experiences, most past work has been topical in nature. By using a theme, the author has taken the next logical step in bringing coherence to this line of inquiry. The result is a readable and coherent volume that clearly demonstrates the value of recess periods in enhancing children's cognitive and social/emotional development.

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-08-16 The general public often views early childhood education as either simply babysitting or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence, and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. *The SAGE Encyclopedia of Contemporary Early Childhood Education* presents in three comprehensive volumes advanced research, accurate practical

applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

The Role of Play in Human Development Anthony D. Pellegrini, 2009 This book argues that play is an excellent example of the ways in which biology and culture influence each other especially during childhood

Justice, Conflict and Wellbeing Brian H. Bornstein, Richard L. Wiener, 2014-08-12 Justice conflict and wellbeing are large topics that occupy researchers from a variety of disciplines as well as laypeople and policy makers The three concepts are closely connected conflict often though not always impairs wellbeing whereas justice often though not always enhances it perceived injustice is a common source of conflict at multiple levels and calls for justice are a common response to conflict In addition each construct has subtypes such as distributive and procedural justice individual and group conflict and physical and psychological wellbeing Although there are established traditions of research on the topics in multiple disciplines there is little cross fertilization across disciplines This volume brings together researchers from social clinical and educational psychology law and political science The unifying theme is how injustice and conflict pose threats to wellbeing at the micro individual and macro groups and societies levels Multi and interdisciplinary research are at the vanguard of science in the twenty first century and the present work applies multi and interdisciplinary perspectives to the important real world topics of justice conflict and wellbeing

Learning and Connecting in School Playgrounds Llyween Couper, Dean Sutherland, 2019-03-04 Play is critical to children s well being and development All students should have access to and adequate time for positive play experiences every day Learning and Connecting in School Playgrounds invites parents teachers principals and education administrators to take another look at their school playgrounds as spaces crucial to learning well being and development This book combines research findings commentary and the authors personal experiences and observations together with the views of teachers principals parents and students related to play and play spaces Key content includes consideration of the role of adults in the school playground the influence of technology on play the challenges experienced by children transitioning to new school environments and consideration of strategies to support students access and participation in the playground Cases are presented to illustrate the use of an audit tool to enhance school playgrounds The future of school playgrounds is also considered through the reported hopes and dreams of adults and students and a range of recommendations are made for the review and development of schools outdoor play spaces Learning and Connecting in School Playgrounds is written with a sense of urgency calling for the recognition of positive play

experiences as invaluable to children's education. It includes important and challenging insights to inform and guide decision making and will be an essential resource for all stakeholders who share responsibility for children's participation and learning during school break times.

The Science of Play Susan G. Solomon, 2014-11-04 Poor design and wasted funding characterize today's American playgrounds. A range of factors including a litigious culture, overzealous safety guidelines, and an ethos of risk aversion have created uniform and unimaginative playgrounds. These spaces fail to nurture the development of children or promote playgrounds as an active component in enlivening community space. Solomon's book demonstrates how to alter the status quo by allying data with design. Recent information from the behavioral sciences indicates that kids need to take risks, experience failure, but also have a chance to succeed and master difficult tasks, learn to plan and solve problems, exercise self control, and develop friendships. Solomon illustrates how architects and landscape architects, most of whom work in Europe and Japan, have already addressed these needs with strong, successful playground designs. These innovative spaces, many of which are more multifunctional and cost effective than traditional playgrounds, are both sustainable and welcoming. Having become vibrant hubs within their neighborhoods, these play sites are models for anyone designing or commissioning an urban area for children and their families. *The Science of Play* a clarion call to use playground design to deepen the American commitment to public space will interest architects, landscape architects, urban policy makers, city managers, local politicians, and parents.

The Routledge Handbook of Youth Physical Activity Timothy Brusseau, Stuart Fairclough, David Lubans, 2020-04-07 Over the past three decades, the study of pediatric physical inactivity has become a public health concern. The decreases in physical activity have been associated with obesity and numerous hypokinetic diseases. In accordance with this public health concern, the study of pediatric physical activity has become a central part of research in the health and exercise science fields. *The Routledge Handbook of Youth Physical Activity* is the first book to survey the full depth and breadth of the issues facing this field. Bringing together many of the world's experts and practitioners, the book helps to develop an understanding of the underlying issues related to pediatric physical activity, as well as the role physical activity plays on cognitive, psychomotor, and social aspects of childhood. The book addresses issues with physical activity measurement and discusses wide-ranging aspects of physical activity interventions. With more emphasis than ever on physical activity, this book makes an important contribution to the scholars and practitioners working in the field of youth physical activity. This is the first single text on the state of current knowledge related to pediatric physical activity, which offers a comprehensive guide to students and academics on these subjects. *The Routledge Handbook of Youth Physical Activity* is key reading for all advanced students, researchers, practitioners, and policy makers with an interest in physical activity, youth sport, public health matters, sport studies, or physical education.

Thinking Critically About Environments for Young Children Lisa P. Kuh, 2014 Using a practice-based focus and a researcher lens, the contributors consider the ways in which environments for children enhance or diminish educational experiences, how social constructs about what is good for

children influence environmental design and what practitioners can do in their own work when creating learning environments for young children There are copious examples from practice lessons learned and illustrations and photographs of key aspects of the environments they discuss Organized into three parts this essential text addresses Aesthetics politics and space configurations in school environments for young children Outdoor spaces beginning with intentionally designed playscapes children s gardens and spontaneous improvisational play venues The role of environments outside school including informal learning environments that promote science knowledge museum spaces and virtual environments Through rich examples and clear explanations of the historical political and aesthetic dimensions of design Kuh and her colleagues help us think critically about environments and provide theoretical and practical tools to support our efforts Benjamin Mardell professor Early Childhood Education Lesley University An enlightening book that gives educators new lenses for thinking about and creating the kinds of places that can optimize children s growth and learning especially in this era of standardization Educators need this book Nancy Carlsson Paige professor emerita Lesley University For everyone who wants to take educational settings beyond minimal standards this collection is a thoughtful and inspiring guide Louise Chawla professor Environmental Design Program University of Colorado Boulder **Hothouse Kids** Alissa Quart,2007-07-31 More information to be announced soon on this forthcoming title from Penguin USA *Play and Creativity in Art Teaching* George Szekely,2015-03-02 In *Play and Creativity in Art Teaching* esteemed art educator George Szekely draws on his two classic volumes *Encouraging Creativity in Art Lessons* and *From Play to Art* to create a new book for new times The central premise is that art teachers are not only a source of knowledge about art but also a catalyst for creating conditions that encourage students to use their own ideas for making art By observing children at play and using props and situations familiar to them teachers can build on children s energy and self initiated discoveries to inspire school art that comes from the child s imagination The foundation of this teaching approach is the belief that the essential goal of art teaching is to inspire children to behave like artists that art comes from within themselves and not from the art teacher *Play and Creativity in Art Teaching* offers plans for the study of children s play and for discovering creative art teaching as a way to bring play into the art room While it does not offer a teaching formula or a single set of techniques to be followed it demystifies art and shows how teachers can help children find art in familiar and ordinary places accessible to everyone This book also speaks to parents and the important roles they can play in supporting school art programs and nourishing the creativity of their children

Inclusive Education for Students with Intellectual Disabilities Rhonda G. Craven,Alexandre J. S. Morin,Danielle Tracey,Philip D. Parker,Hua Flora Zhong,2015-02-01 As a social justice endeavor one of the goals of inclusive education is to bolster the education of all students by promoting equal opportunities for all and investing sufficient support curriculum and pedagogy that cultivates high self concepts emphasizes students strengths rather than weaknesses and assists students to reach their optimal potential to make a contribution to society Dedicated to the identification of international strategies to

achieve this goal Inclusive Education for Students with Intellectual Disabilities presents examples of theory research policy and practice that will advance our understanding of how best to educate and more generally structure educational environments to promote social justice and equity Importantly this discussion transcends research methodology context and geographical locations and may lead to far reaching applications As such the focus is placed on research derived educational and psycho educative practices that seed success for students with intellectual disabilities in inclusive educational settings and the volume showcases new directions in theory research and practice that may inform the education and psychosocial development of students with intellectual disabilities globally The chapter contributors in this volume consist of 31 scholars from ten different countries and they come from a great variety of research areas i e teacher education educational psychology special education and disability policy special needs and inclusive education health sciences This volume with a series of subsections offers insights and useful strategies to promote meaningful advances for students with intellectual disabilities globally

Taking Play Seriously (2nd Ed.) Ole Fredrik Lillemyr, 2020-05-01 In the book the author is focusing the importance of play for children from 0 years up to 8 12 years of age e g in ECE centers and elementary schools In particular the importance of play for learning through motivation as related to self competence inspiration and engagement In this second edition the author is emphasizing more thoroughly the importance of play as a challenge of learning with implications for children as well as for teachers Further the author is referring to how meaning making in children s production of multi module narrative products can contribute to their digital personal formation The selection of theories presented in the second edition is somewhat expanded and in the end the author is presenting a few important educational challenges of the field of children s play

Child Development From Infancy to Adolescence Laura E. Levine, Joyce Munsch, 2014-12-16 This exciting chronological introduction to child development employs the lauded active learning approach of Laura E Levine and Joyce Munsch s successful topical text inviting students to forge a personal connection to the latest topics shaping the field including neuroscience diversity culture play and media Using innovative pedagogy Child Development From Infancy to Adolescence An Active Learning Approach reveals a wide range of real world applications for research and theory creating an engaging learning experience that equips students with tools they can use long after the class ends

Perspectives on Play Avril Brock, Pam Jarvis, Yinka Olusoga, 2018-12-07 This text offers innovative multi disciplinary perspectives on the subject of play in a range of environments the classroom playground home and local community Chapters include observation notes case studies and comprehensive illustrations of ideas in action as well as encouragement for the reader to stop and reflect on their own practice with questions for consideration Extensively revised and with new contributions this third edition explores the theory and clearly demonstrates how to take the theory from the academic classroom and apply it to practice in a child s setting New features include an up to date exploration of the latest policy developments and research including Ofsted s 2015 Early Years Report and the 2017 EYFS Statutory Framework an

exploration of globalisation and technology and critical analysis of children's leisure time screen interaction and virtual experiences international perspectives on play and the connections between play and mental health brand new practical examples woven throughout accompanied by additional full colour photos Perspectives on Play is an invaluable resource for any student studying within childhood studies playwork programmes or training to teach at early years or primary level It is also ideal for early years primary and play practitioners

A Moral Case for Play in K-12 Schools Judd Kruger Levingston, 2023-07-21 In A Moral Case for Play The Urgency of Advancing Moral Ecologies of Play in K 12 Schools Levingston argues that schools must make room for character building play because of its essential role in moral development He utilizes field based research including interviews and observations from hallways classrooms playgrounds and lunchrooms at Catholic Jewish Progressive Quaker single gender and other non sectarian schools Levingston's timely new insights and explanations of the moral ecologies of play build on and intersect with the work of anthropologists fellow educators and education researchers folklorists medical researchers psychologists and STEAM educators This book demonstrates that beyond physical and social play at recess students need to engage in role playing along with language number kinesthetic and imaginative play Offering a new definition of play Levingston's research shows how schools can create unique ecologies that promote moral growth creativity and a sense of community in any academic program

Children's Emotional Lives Sandra Leanne Bosacki, 2008 Drawing on evidence from a longitudinal study of Canadian children's emotional experiences within the grade school classroom this book considers the nature and significance of such experiences for children's development and well being Within the learning context of the classroom the girls and boys share their experiences of self emotional understandings and social relations through interviews and social cognitive tasks The chapters provide scholarly analysis and practical information for those who agree that emotions are paramount to children's comprehensive development The book concludes by describing the practical implications and applications of its findings for parents teachers and caretakers of children including how to help children learn about and negotiate emotions in themselves and in their interactions with others

Children's Play, Pretense, and Story Susan Douglas, Lesley Stirling, 2015-12-21 At the heart of this volume is the recognition that children's engagement with play and story are intrinsically and intricately linked The contributing authors share a passionate interest in the development and well being of children in particular through their use of imagination and adaptation of the everyday into play and stories Following these principles the volume explores the connections between play story and pretense with regard to many cultural and contextual factors that influence the way these elements vary in children's lives In a departure from earlier collections on play and story the authors take a particular focus on normative as compared with atypical development This collection begins with an approach to understanding the developmental relationship between play and story which recognizes their similarities while acknowledging their differences Much of the collection addresses pretend play and story in children with autism spectrum disorder an understudied but

important group for consideration as these dimensions of their lives and development have often been considered problematic. The volume also includes sections on play and story in classroom settings and play and story across cultures including non English speaking environments such as Israel, Romania, China and Mexico. It concludes with a discussion of how play differs across sociocultural and economic contexts making a unifying claim for the importance of play in children's lives but also calling for an understanding of what play means to very different groups of children.

SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17. This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways. At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods. A real gem. Beth Graue, Department of Curriculum and Instruction, Wisconsin Center for Education Research, USA. Play and learning scholarship has developed considerably over the last decade as has the recognition of its importance to children's learning and development. Containing chapters from highly respected researchers whose work has been critical to building knowledge and expertise in the field, this Handbook focuses on examining historical, current and future research issues in play and learning scholarship. Organized into three sections which consider theoretical and philosophical perspectives on play and learning, play in pedagogy, curriculum and assessment, play contexts. The Handbook's breadth, clarity and rigor will make it essential reading for researchers and postgraduate students as well as professionals with interest in this dynamic and changing field. Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education, University of London. Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education. Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University. This handbook's International Advisory Board included Jo Aliwood, The University of Newcastle, Australia; Pat Broadhead, Leeds Metropolitan University, Australia; Stig Brostrom, Aarhus University, Denmark; Hasina Ebrahim, University of the Free State, South Africa; Beth Graue, Wisconsin Center for Education Research, USA; Amita Gupta, The City College of New York, CUNY, USA; Marjatta Kalliala, University of Helsinki, Finland; Rebecca Kantor, University of Colorado, Denver, USA; Colette Murphy, Trinity College, Dublin, Republic of Ireland; Ellen Sandseter, Queen Maud University College of Early Childhood Education, Norway.

The SAGE Handbook of Outdoor Play and Learning Tim Waller, Eva Ärlemalm-Hagsér, Ellen Beate Hansen Sandseter, Libby Lee-Hammond, Kristi Lekies, Shirley Wyver, 2017-06-19. There has been a growing academic interest in the role of outdoor spaces for play in a child's development. This text represents a coordinated and comprehensive volume of international research on this subject, edited by members of the well established European Early Childhood Education Research Association. Outdoor Play and Learning SIG/OPAL Chapters written by authors from Europe, North and South America, Australasia and Asia Pacific countries are organised into six sections: Theoretical Frameworks and Conceptual Approaches for Understanding Outdoor Play Learning; Critical Reflections on Policy and Regulation in Outdoor Play Learning;

Children's Engagement with Nature Sustainability and Children's Geographies Diverse Contexts and Inclusion in Children's
Outdoor Play Environments Methodologies for Researching Outdoor Play and Learning Links Between Research and Practice

Embracing the Beat of Expression: An Psychological Symphony within **Recess Its Role In Education And Development**

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