



RECESS + CHARACTER: THE WHOLE EQUALS MORE THAN THE PARTS

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NO BIGGIE,
BUT IF HE
MISSES PROBLEM 9,
WE'LL PULL YOUR
ACCREDITATION AND
YOU'LL BRING SHAME
ON YOUR COMMUNITY...

NO PRESSURE,
BUT IF HE
MISSES PROBLEM 9,
YOU'RE OUT
OF A TEACHING
JOB!!

DAVID,
IT'S PROBLEM 9!
YOU KNOW
PROBLEM 9!
RELAX!
RELAX!!

THE
JOY OF
LEARNING





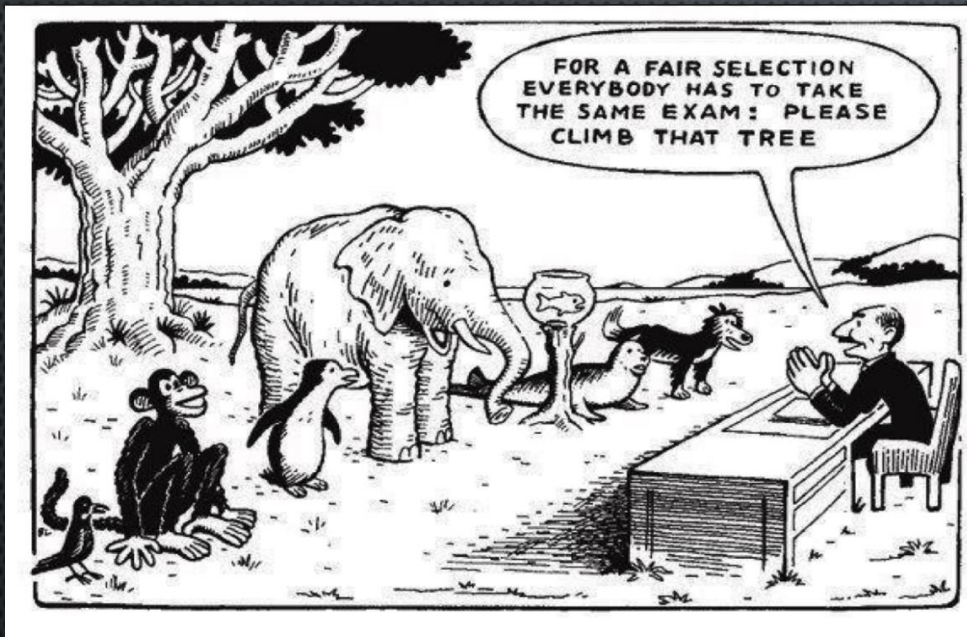
U.S. SCHOOLS

- COMPETITION AMONG SCHOOLS
- LONGER DAYS AT SCHOOL
- LESS OUTDOOR TIME
- LESS EMPHASIS ON MUSIC, ART, & PHYSICAL EDUCATION
- LESS TIME FOR UNSTRUCTURED PLAY
- LESS OPPORTUNITIES FOR SOCIALIZATION

AS A RESULT:

CHILDREN ARE

- LESS RESPONSIBLE
- LESS FOCUSED
- LESS RESPECTFUL
- LESS CREATIVE
- MORE STRESSED
- LESS ABLE TO PROBLEM SOLVE
- MORE OVERWEIGHT





A⁺ for Finland

KIDS AREN'T REQUIRED TO GO TO SCHOOL UNTIL THEY'RE 7.
STANDARDIZED TESTS ARE RARE. AND YET THE NORDIC NATION'S
SUCCESS IN EDUCATION IS OFF THE CHARTS

BY LYNNELL HANCOCK PHOTOGRAPHS BY STUART CONWAY



Our mission is to bridge the gap between academics and social, emotional, and healthy well-being. The LiiNK[®]Project aims to develop the whole child through increased recess and character development.

LiiNK Intervention

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graph TD; A[LiiNK Intervention] --> B[Teacher & Admin. Training on Policies/Procedures]; B --> C[Character Development (PA)]; B --> D[Unstructured Outdoor Play];
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**Teacher & Admin.
Training on
Policies/Procedures**

**Character
Development (PA)**

**Unstructured
Outdoor Play**

**UNSTRUCTURED PLAY
VS
STRUCTURED PHYSICAL ACTIVITY**

STRUCTURED VS UNSTRUCTURED PLAY

- HOW DO WE DEFINE “PLAY”
- WHAT DOES UNSTRUCTURED MEAN?
- DO CHILDREN HAVE TO BE PHYSICALLY ACTIVE?
- WHY DO TEACHERS NEED UNSTRUCTURED TIME?

TYPES OF PLAY= LEARNING



MAKE BELIEVE



Expressive



MANIPULATIVE



PHYSICAL

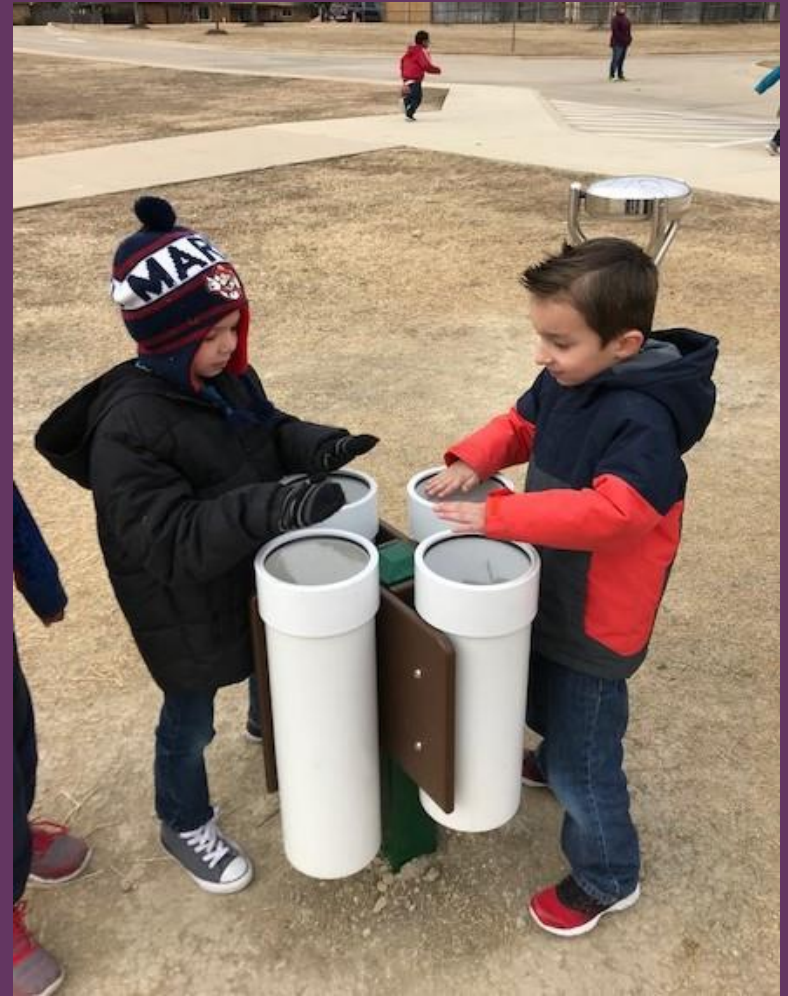


CREATIVE

UNSTRUCTURED PLAY IN NATURAL ENVIRONMENTS


























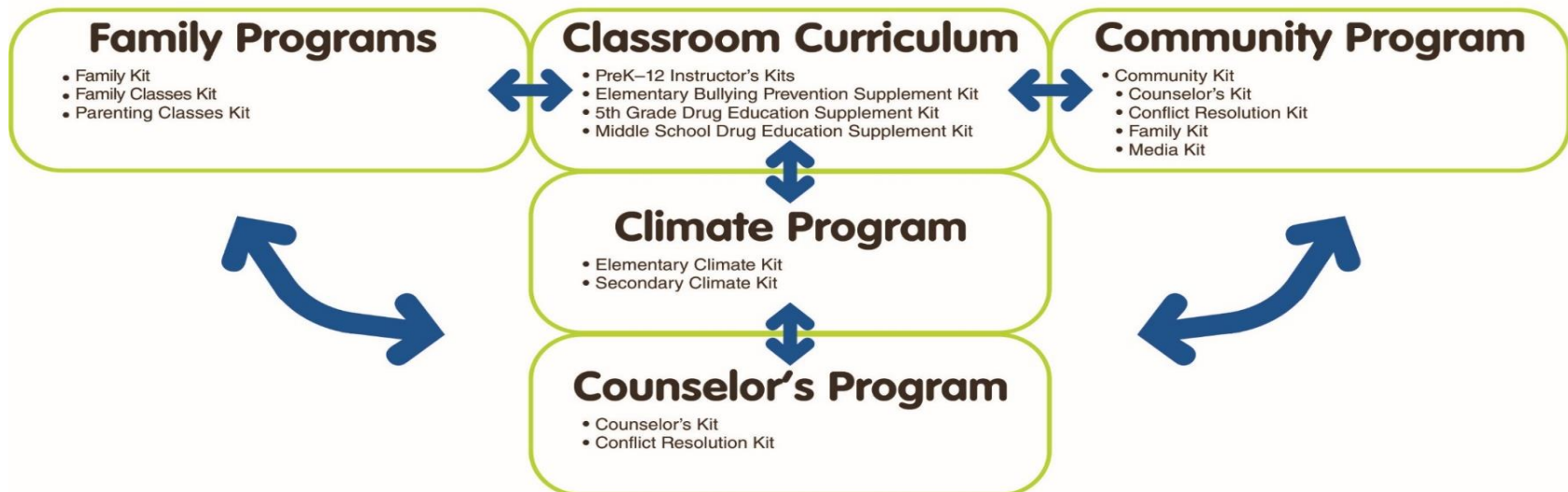
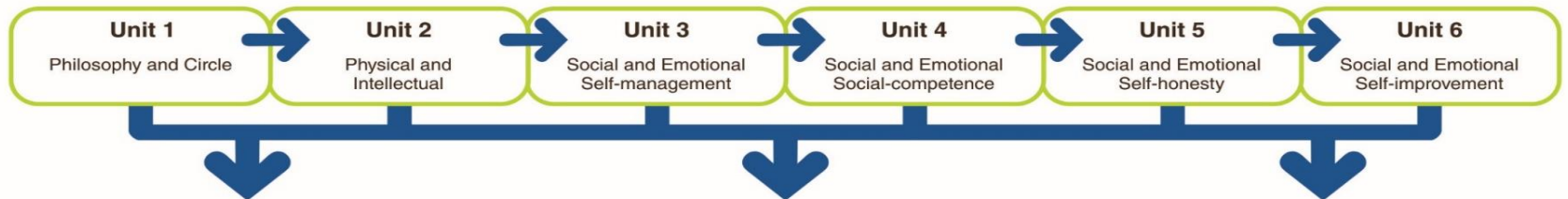
CHARACTER DEVELOPMENT

- **CULTURAL ENVIRONMENTAL
INFLUENCES**
- **SOCIAL SITUATION-CONTEXT
INFLUENCES**
- **INTRAPERSONAL INFLUENCES**

SOCIAL EMOTIONAL LEARNING

 **POSITIVE ASSOCIATIONS BETWEEN SEL AND INDICATORS OF ACADEMIC ACHIEVEMENT AND COGNITIVE SKILLS AND ATTITUDES**

 **THREE DIFFERENT STUDIES SHOWED BOYS, WITHOUT SEL, DECLINE OR AT BEST STAY STABLE BETWEEN THE AGES OF 6 AND 15**





The Circle can be positive or negative.

Pre-K-12 Curriculum

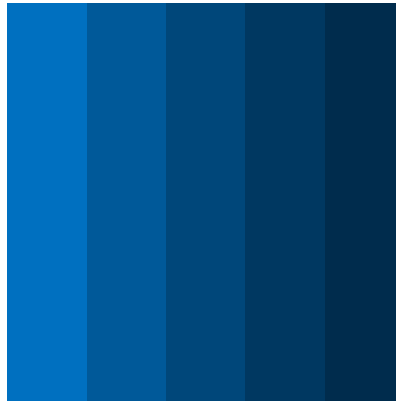


Scoped



Pre-K through Grade 12

Sequenced




Same six units at each grade level but age appropriate.

Spiraling



Building depth and breadth of meaning and commitment

Engaging and ready-to-go:

- Pre K: 130 five-minute interactive, scripted lessons
 - K-6: 140 15-minute interactive, scripted lessons
 - Materials for 30 students
 - Lesson strategies and methodologies:
 - Puppets, games, poems
 - Role-playing, stories
 - Plays, discussions, journals
 - Music, stickers
 - Colorful, interactive posters
- 
- A collage of colorful educational materials including worksheets, posters, and books, illustrating the interactive and scripted lessons provided. The materials are arranged in a pile, showing various themes and activities. One visible worksheet has the title 'When you do good...' and another has 'How can I improve myself?'. There are also colorful posters and books, including one labeled 'Grade 1'. The collage is set against an orange background.



Positive Action Success Stories!

“One kindergarten student had never socialized. His mom said he spent all day in his bedroom on the computer and only came out to eat. When he entered school, he could not hold a pencil and he could not write. It would take him 15 minutes to zip his jacket. He would look at the teachers but he would not speak or ask for help. If they tried to go assist him, he would walk away. He now socializes, comprehends, solves problems, and speaks with the teachers. He is also reading FAR above level!”

One student was initially very aggressive; if anyone even brushed against him (apology or not) he would retaliate. Just a couple of days ago, another student ran into him during a game. The student apologized, and the formerly aggressive student simply brushed himself off, said ‘it’s OK’, and then ran off without issue.

WHAT CAN SCHOOLS DO RIGHT NOW?

- OFFER LIINK BREAKS DURING TEACHER/ADMINISTRATOR DISTRICT INSERVICES
- **DEVELOP POLICIES SURROUNDING AN ACTIVE SCHOOL**
- CREATE OPPORTUNITIES TO BE OUTDOORS
- **BUILD IN AT LEAST ONE 15-20 MINUTE RECESS DAILY FOR ALL GRADE LEVEL SCHEDULES**
- IF SUCCESS, ADD A 2ND 15-20 MINUTE RECESS DAILY
- **POSITIVE ACTION (CHARACTER DEVELOPMENT)**
- PRINCIPAL SUPPORT
- **CREATE ADVOCACIES WITH ALL CAMPUS STAFF (NURSE, COUNSELOR, PRINCIPALS, ETC)**



www.liinkproject.tcu.edu