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

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

- MANIPULATIVE
- PHYSICAL
- MAKE BELIEVE
- Expressive
- 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.
Unit 1: Philosophy and Circle
Unit 2: Physical and Intellectual
Unit 3: Social and Emotional Self-management
Unit 4: Social and Emotional Social-competence
Unit 5: Social and Emotional Self-honesty
Unit 6: Social and Emotional Self-improvement

Family Programs
- Family Kit
- Family Classes Kit
- Parenting Classes Kit

Classroom Curriculum
- PreK–12 Instructor’s Kits
- Elementary Bullying Prevention Supplement Kit
- 5th Grade Drug Education Supplement Kit
- Middle School Drug Education Supplement Kit

Community Program
- Community Kit
- Counselor’s Kit
- Conflict Resolution Kit
- Family Kit
- Media Kit

Climate Program
- Elementary Climate Kit
- Secondary Climate Kit

Counselor’s Program
- Counselor’s Kit
- Conflict Resolution Kit
Thoughts lead to Actions

and Feelings lead to more Thoughts

Actions lead to Feelings about yourself

The Circle can be positive or negative.
Pre-K through Grade 12

Scoped

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
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 2\(^{nd}\) 15-20 minute recess daily**

• **Positive Action (Character development)**

• **Principal support**

• **Create advocacies with all campus staff (nurse, counselor, principals, etc)**