

Routines Lesson – Return from Recess

UNDERSTAND (Why?)

Students learn or revisit how to return to the classroom from recess.

PREPARE (Students)

“Class, we are going to learn how to return from recess. Recess is an important activity that energizes your body, gives your brain a break, and is really fun. We are going to practice returning from recess because we can gain many minutes of learning by returning quickly and purposefully.”

TEACH (Explicitly)

“Today I am going to teach you how to return from recess. (Teacher writes behaviors on I-chart while announcing them to the class.)

You will follow these steps:

- **Stop your activity when the bell rings.**
- **Walk quickly and purposefully to our door.**
- **Stand in line behind the person in front of you.**
- **Give that person space (an arm’s length).**
- **Face forward.**
- **Wait for directions from me.**
- **Walk into the classroom.**

Go outside as a class and select a few students to model returning from recess. When they finish modeling, read each of the behaviors on the I-chart and ask the class if the student did each behavior. For example, **“Did ___ stop their activity when the bell rang? And so on.** Finally, ask, **“If this is how we return from recess, will we be able to quickly transition from recess to our next activity?”**

Have a few students model returning from recess incorrectly and then correctly. Following both the incorrect and correct model, go through the behaviors on the I-chart and ask the class if the student did each behavior. End each practice time with the question, **“If this is how we return from recess, will we be able to quickly transition from recess to our next activity?”**

Now we all get to show what it will look like and sound like when we return from recess. When you hear the bell, please follow this routine. (Point to the chart.)

Student practice returning from recess.

“Let’s check in to see how each of us did. This check-in is only for you and will help you decide which behaviors you are doing well, and which will be your goal for the next time we return from recess. Please put your hand in front of your chest to indicate how proficient you were in practicing that behavior. You will hold up one finger if you found it hard to be independent with that behavior but you are going to work on it, two fingers if you feel you did okay at being independent with that behavior but think you can do better, or three fingers if you were very independent with that behavior. Rate yourself as I read each of the behaviors on the I-chart.” (Read through each behavior giving time for students to check in with one, two, or three fingers.)

“Based on how you checked in, what is your goal for the next time we return from recess? What would you like to work on?” (Call on one or two volunteers to share their goal.) **Please tell your elbow partner what your goal is for the next time we return from recess.”** (Give students a minute to share.)

“Class, today we learned how to return from recess so we can quickly transition from recess to our next activity. I watched you and noticed everyone in the room was successful in doing these behaviors. Learning how to return from recess helps us transition to our next activity.”

SUPPORT (Pivots)

- Revisit behaviors on the I-chart before going to recess each day until students reach desired goal.
- When behaviors start to wane, revisit as needed throughout the year.