Refreshed Recess Model Program

Week #2 Lesson Plan: Let's make friends and have fun together.

**Theme:** Let’s make friends and have fun together. Children participate in a friendship scavenger hunt. Supervisors learn about fostering friendships.

Recess is a special time during the school day for students to socialize informally with friends, meet new students and make new friends. Week 2 focuses on friendship building activities to promote making friends, including others, and solidifying positive relationships. Educational materials will be shared with recess supervisors, teachers, principals, students and parents to raise awareness about the importance of friendships. Adult-led group activities are useful in helping children play cooperatively together.

**Goals:**
1. Students learn qualities of a good friend and how to make and be a friend.
2. Supervisors learn about friendship, how to foster friendships and conversation starter tips. Raising awareness of the importance of friendships for enhancing students’ mental and emotional well-being is the overall goal.

**Supporting materials (downloadable) Every Moment Counts materials:**
- *Friendship Development for Supervisors/Teachers*
- *Fostering Friendships – Strategies for Supervisors*
- *Peer Mediated Strategies (for OT, teachers, supervisors re: students with disabilities)*
- *Making Friends* for students
- *Conversation Starters* for students

**Materials from other sources/authors:**


**Action steps for occupational therapist (OT) and other staff leading the program.**

**BEFORE the 2nd session:**
1) **OT:** Read supporting materials related to fostering friendships during recess.
   a) All of the handouts for supervisors/teachers and students (listed above)  
2) **Recess supervisors (teachers, principals) → Talking Points**
   
a) Give them the *Friendship Development* and *Fostering Friendships* handouts to read before the recess session.
b) Discuss the content with supervisors if time permits. Even 2-3 minutes can be helpful in encouraging them to tune into students’ interactions and friendships. Does every student have someone to play with? Which students tend to be loners and need some support in making friends?

3) **Students:** Give students the *Making Friends* and *Conversation Starters* handout. Suggest that teachers give this out in class and discuss it briefly. Have students take the handout home to share with their parents.

**DURING Day of the Session – The OT is present during recess and introduces the program and facilitates the group activity.**

1) Announce the theme of the week to the students. Explain that one way to enjoy recess is by talking with existing friends and making new friends. Highlight some qualities of a good friend and simple ways for meeting someone new – refer them to the *Making Friends* and *Conversation Starters* handout.

2) **Introduce the activity for the week → Friendship Scavenger Hunt!** (See next page)

3) Model activities and interaction, problem-solve obstacles that may come up, and offer support to recess supervisors during recess time.

4) **Demonstrate positive interaction with students.** Smile, call them by name, show an interest.

5) **Touch base with the recess supervisors at the end of the session.** How do you think it went? What did you observe? Do you have any suggestions? Introduce the theme for week 3 – Teamwork!

**Tier 2 & 3 Strategies - Occupational Therapist:**

- Tune into students who may be struggling to participate and enjoy recess activities and/or interaction with peers. Look out for the loners; he/she may struggle with knowing how to enter a group, or may have experienced bullying.
- Note those who might be demonstrating issues related to sensory processing (e.g. hypersensitivity to noise), motor control, and/or social participation (e.g. friendship issues).
- Begin to consider accommodations and supports needed to help students at-risk of or experiencing challenges during recess. For students with or without disabilities and/or mental health issues who struggle to enjoy activities or interactions during recess, provide adaptations or accommodations (e.g. peer buddy, smaller group, individual consultation regarding how to interact in a group, etc.)

*Congratulations on completing Week #2 of the Refreshing Recess Program! Move on to Week #3!*
Week 2 Activity: Friendship Scavenger Hunt

Setting: Indoor or Outdoor Recess
Equipment needed: List of questions

Rules/Directions:
- Introduce yourself to a classmate and choose one item from the list to ask that person about.
- If the classmate can respond YES to your question, write that classmate’s name in the space next to the question.
- If they respond NO, move on to a different classmate.
- You may ask each classmate ONE question before moving on to another person, but you may return later to ask that person a second question.

Friendship Scavenger Hunt Questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your favorite color pink?</td>
<td></td>
</tr>
<tr>
<td>Do you have a pet dog?</td>
<td></td>
</tr>
<tr>
<td>Do you have a brother?</td>
<td></td>
</tr>
<tr>
<td>Do you like to play on the swings?</td>
<td></td>
</tr>
<tr>
<td>Do you like pizza?</td>
<td></td>
</tr>
<tr>
<td>Is your favorite color green?</td>
<td></td>
</tr>
<tr>
<td>Do you have a pet cat?</td>
<td></td>
</tr>
<tr>
<td>Do you have a sister?</td>
<td></td>
</tr>
<tr>
<td>Do you go to camp in the summer?</td>
<td></td>
</tr>
<tr>
<td>Do you like cheeseburgers?</td>
<td></td>
</tr>
</tbody>
</table>

To modify/adapt activity: Modify questions to fit needs of students (i.e., make easier or more difficult questions). Could have students think of questions to ask prior to implementing activity; maybe suggest teacher have students come up with questions as a class.

Promoting social interaction for students with disabilities:
http://louisville.edu/education/kyautismtraining/videos/embedsocialskillsinstructionininclusivesettings.pdf

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