



## Refreshing Recess Model Program Expansion

### Week #7 Lesson Plan: Let's support each other.

**Theme:** Let's support each other. Children connect with one another through positive statements. Supervisors learn about positive thinking and the power of compliments.

Maintaining a positive, optimistic mindset can be linked to an enhanced ability to handle everyday stressors, and even associated with several health benefits (Mayo Clinic, 2020). This week focuses on showing students the power of positive thinking about oneself, and also building each other up. Students will learn how to feel to receive compliments and affirm their peers. Educational materials will be shared with recess supervisors, teachers, principals, students and parents.

#### Objective:

1. During week seven of the Refreshing Recess program, at least 75% of students will verbally state at least one positive characteristic about themselves and another peer throughout the group activity.

#### Supporting materials (downloadable):

- Refreshing Recess Expansion Program Newsletter #7: Positive Thinking
- How to Give and receive a Compliment for Students

#### Materials from other sources/authors:

- Positive Thinking: Stop negative self-talk to reduce stress  
<https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/positive-thinking/art-20043950>
- The Power of Compliments  
<https://sunshine-parenting.com/the-power-of-compliments-2/>
- Partner Mindfulness Activity: Receive a compliment  
<https://www.counselorkeri.com/2019/03/09/mindfulness-group-activity/>
- How Your Help Your Students Support One Another  
<http://www.ascd.org/publications/educational-leadership/oct15/vol73/num02/How-You-Help-Your-Students-Support-One-Another.aspx>
- The Importance of Praise and Encouragement  
<http://www.parentingni.org/wp-content/uploads/2016/04/Importance-of-Praise-and-Encouragement-2.pdf>



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

### BEFORE the 7<sup>th</sup> session:

1. **OT:** Read supporting materials related to positive thinking, giving compliments, and supporting one another. Reinforce these strategies in conversations with students and recess supervisors.  
Gather the materials for Week #7's activities – *Compliment Activity & Connecting Everyone Together*
2. **Recess supervisors, teachers, principal, and parents** → Give them the *Refreshing Recess Expansion Newsletter Week #7: Positive Thinking* before the recess session.
3. **Students** → Give them the *How to Give and Receive Compliments for Students* handout. Have students take the handout home to share with their parents.

### DURING Day of the session – The OT is present during recess to introduce the program and facilitate the group activity.

1. Announce the theme of the week to the students. Explain the importance of positive self-talk and discuss the *How to Give and Receive Compliments for Students* handout.
2. Complete the *Compliment Activity* to help students practice giving each other compliments (See next pages).
3. Introduce the recess activity for the week → *Connecting Everyone Together* (See next pages).
4. Model activities and interactions, problem-solve obstacles that may come up, and offer support to recess supervisors during this time
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 8 – Let's talk about our feelings.

### Tier 2 & 3 Strategies – Occupational Therapist:

- Tune into students who may be struggling to participate and enjoy recess activities and/or interact 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 #7 of the Refreshing Recess  
Expansion Program! Move on to Week #8!**



## Week #7 Classroom Activity: Compliment Activity

**Setting:** During classroom lesson

**Materials:** Paper, markers, and tape

### **Rules/Directions:**

- Pass out one piece of paper and a piece of tape to each student.
- Have the students help tape the paper onto each other's backs.
- Pass out the markers so that each student has at least one.
- Instruct the students to stand up and walk around the room. When they pass someone, they will use their marker to write something positive about that person on their paper.
- This activity will continue until each student has a variety of compliments and positive statements written on their paper.
- When finished, have the students sit back down at their desks and remove the paper from their back.
- They can read each of their compliments and take the paper home with them.



## Week #7 Recess Activity: Connecting Everyone Together

**Setting:** Indoor or outdoor Recess

**Equipment needed:** Two balls of yarn (different colors)

### **Rules/Directions:**

Have the group stand in a circle. Give one ball of yarn to a student who will start the game. Tell this student to hold onto the end of the yarn. This student will then pick someone else in the circle to say something positive about, before tossing them the ball of yarn. He/she can say something like, "You are really funny," or "You are a good friend." This new student will then hold onto a portion of the yarn before saying something positive about another student and passing the ball to them.

This pattern will continue until all students have had a chance to participate and are now interconnected by the yarn. The facilitator will then introduce the second ball of yarn. This time, everyone will say something positive about themselves. Give the yarn to a new student to start. Have them hold onto its end and finish the statement, "I like \_\_\_ about myself," before passing the ball of yarn to someone else. If they cannot think of anything positive to say about themselves, encourage them to repeat what was said about them in the first round.

At the end of this round, everyone should be tied together by two different patterns. Facilitate a discussion with the students. Which round was easier? How did it feel to receive positive statements about themselves? How did it feel to tell someone else something positive?

**Activity adapted from: Gray, R., A. Ballester y Marquez José, & Frediani, J. (1995). *Race to justice: a racial justice and diversity program for junior high*. Boston: Unitarian Universalist Association.**

