

## Refreshing Recess Model Program Expansion

### Week #10 Lesson Plan: Let's create a toolbox.

**Theme:** Let's create a toolbox. Children identify previously learned coping skills to create a toolbox for calming strategies and stress management in the future. Supervisors learn about the Calm Moments Cards and how to use them with students in different school-related situations.

Effective coping methods can help students manage emotions, build resilience, and learn to thrive within a school (and home) environment. This week focuses on helping students build a *coping toolbox*. Supervisors will learn about the Calm Moments Cards (Kolic, Deininger, & Young, 2014) and how to integrate them into recess activities. Educational materials will be shared with recess supervisors, teachers, principals, students and parents.

#### Objective:

1. By the end of week ten, 75% of students will be able to choose at least three coping skills to add to their "coping toolbox" to use as calming techniques in the future.

#### Supporting materials (downloadable):

- Refreshing Recess Expansion Program Newsletter #10: Coping Toolbox

#### Materials from other sources/authors:

- Calm Moments Cards  
[https://everymomentcounts.org/view.php?nav\\_id=213](https://everymomentcounts.org/view.php?nav_id=213)
- The Coping Skills Toolbox  
<https://www.bcbe.org/cms/lib/AL01901374/Centricity/Domain/1760/Coping%20Skills%20Toolkit.pdf>
- Making a Coping Skills Toolbox  
<https://copingskillsforkids.com/blog/2016/6/6/how-to-make-a-coping-skills-toolbox-for-your-child>



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

### BEFORE the 10<sup>th</sup> session:

1. **OT:** Read supporting materials related to coping toolboxes and Calm Moments Cards. Reinforce these strategies in conversations with students and recess supervisors. Gather the materials for Week #10's activities – *Coping Toolbox & Obstacle Course*
2. **Recess supervisors, teachers, principal, and parents** → Give them the *Refreshing Recess Expansion Newsletter Week #10: Coping Toolbox* before the recess session

### 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 having a several coping “tools” available for future use whenever needed.
2. Facilitate classroom activity → *Coping Toolbox* (See next pages).
3. Introduce recess activity → *Obstacle Course* (See next pages).
4. Facilitate 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? Remind them that next week is week 11 – celebration of completing the program.

### 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 #10 of the Refreshing Recess Expansion Program! Move on to Week #11!**



## Week #10 Classroom Activity: Coping Toolbox

**Setting:** Following classroom lesson

**Equipment needed:** Coping Toolbox Icons (attached in the following pages), paper lunch bags, and markers

### Rules/Directions:

1. Before recess begins, print off the 16 coping skill icons and cut them apart (print enough copies for each student to have one of each). If possible, it would be ideal to laminate these visual icons.
2. At the beginning of recess, divide the icons into 16 different piles of the same coping skill.
3. Distribute one paper lunch bag to each student, explaining that this is going to be their coping toolbox where they will place their favorite coping techniques.
4. Have the students write their name on the paper bag and decorate it with the markers.
5. Provide a brief overview of each of the coping toolbox icons that are available for them to pick from. Remind them that these are all strategies that have been discussed throughout the duration of the program.
6. Instruct the students to pick out which tools they think will work best for them in the future. Encourage them to pick out at least three.
7. Provide each student with one blank “icon” and encourage them to come up with a different coping idea that works for them. Assist students in coming up with ideas as needed; encourage discussion among students to share ideas.





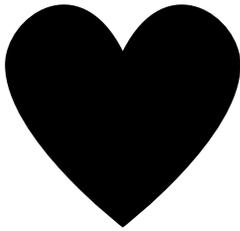
Exercise



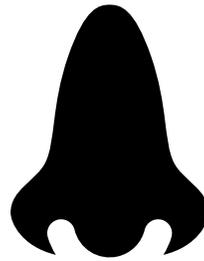
Yoga



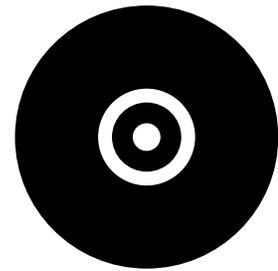
Listen to music



Positive self-talk



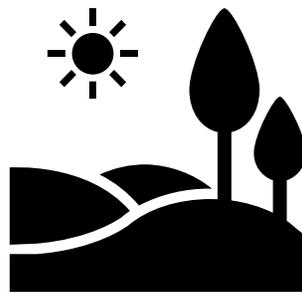
Deep breathing



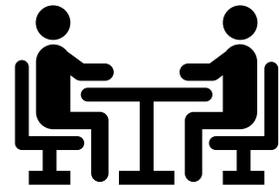
stress ball



Weighted  
blanket



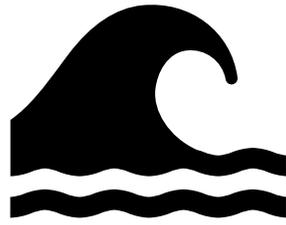
Go for a walk/  
get fresh air



Talk to an  
adult



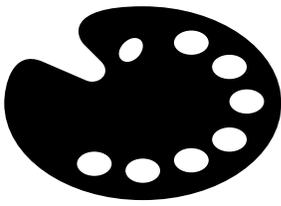
Count to 10



Get a drink of  
water



Read a book



Draw a picture/  
artwork



Jump Rope



Play a game



Write down how  
you are feeling

## Week #10 Recess Activity: Obstacle Course

**Setting:** Indoor or outdoor recess

**Equipment needed:** Any equipment available from the OT room, gym, or classrooms.

**Examples:** Balance beam, scooter, bean bags, jump rope, barrel roll, hula hoops, spot markers, tunnel, trampoline, etc.

### Rules/Directions:

1. Before recess begins, set up an obstacle course in one of the open spaces of the recess area. Be creative! This obstacle course can be any assortment of materials, toys, or equipment found at recess, or borrowed from the gym, OT therapy room, or classrooms.
2. Verbally explain each step of the obstacle course aloud to the students. Afterwards, demonstrate going through it fully at least one time to assure they understand the order and expectations.
3. Send the students through the obstacle course, one at a time. Once one student is at least two “obstacles” away, you can send the next student through.
4. Encourage student to cheer on each other!
5. After each student has had the opportunity to go through the course at least once, try one (or both) of these variations:
  - Connected → Split students into small groups of 3-5. Have them go through the obstacle course with their teammates, all placing their hands on the person’s shoulders in front of them. If the team becomes unconnected, they must go back the beginning.
  - Relay → Split the obstacle course into two equal sections. Also divide the students into two groups, one for each course. Send the students through the courses, one at a time. Once the finish, they can tag the hand of their next team player to begin. Students will continue racing until one team finishes first.
6. Remind students to utilize strategies learned from previous weeks as needed; promote positive play. Try to facilitate the activity as little as possible, giving the students the chance to learn how to integrate their skills into a more natural, unstructured environment.

