

## Occupational Therapist Documentation Sheet

Throughout each week of the Refreshing Recess program, please fill out the open box(es) that is in line with the corresponding program objective. In this box, write a percentage number for about how many students you observed completing this task:

Week:	1	2	3	4	5	6	7	8	9	10	11
Independently identified the three program components using the Refreshing Recess Poster as a visual aid if needed											
Identified at least one quality of a good friend as evidenced by verbally sharing with the class or writing their answer on the board											
Demonstrated ability to work collaborative with a team as evidenced by actively participating* in a group-building activity											
Engaged in active play throughout the duration of the recess period as indicated by physical participation in the fitness activity											
Engaged in play with at least one new peer that they do not usually play with											
Stated in their own words why it is important to include everyone in play and not bully others as evidenced by writing their answer on the back of their crumpled paper											

Verbally stated at least one positive characteristic about themselves and another peer throughout the group activity											
Appropriately identified one coping skill they can use as evidenced by writing it down into their Zones of Regulation Fortune Teller											
Engaged in group yoga session to facilitate mindfulness as evidenced by active physical participation in yoga poses for 15 minutes during recess											
Chose three coping skills to add to their “coping toolbox” to use as calming strategies in the future.											
Correctly demonstrated at least three different deep breathing exercises that they can use as calming strategies for stress management											
Were open to trying new games as evidenced by actively engaging in the group activity/game each week											

\* Communicating with team members, physically participating in the project, and/or offering ideas or suggestions to the activity



## Recess Supervisor Documentation Sheet

Throughout each week of the Refreshing Recess program, please fill out the open box(es) that is in line with the corresponding program objective. In this box, write a percentage number for about how many students you observed completing this task:

<b>Week:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Demonstrated ability to work collaborative with a team as evidenced by actively participating* in a group-building activity											
Engaged in active play throughout the duration of the recess period as indicated by physical participation in the fitness activity											
Verbally stated at least one positive characteristic about themselves and another peer throughout the group activity											
Engaged in group yoga session to facilitate mindfulness as evidenced by active physical participation in yoga poses for 15 minutes during recess											
Chose three coping skills to add to their “coping toolbox” to use as calming strategies in the future.											
Were open to trying new games as evidenced by actively engaging in the group activity/game each week											

\* Communicating with team members, physically participating in the project, and/or offering ideas or suggestions to the activity



## Teacher Documentation Sheet

Throughout each week of the Refreshing Recess program, please fill out the open box(es) that is in line with the corresponding program objective. In this box, write a percentage number for about how many students you observed completing this task:

<b>Week:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
Independently identified the three program components using the Refreshing Recess Poster as a visual aid if needed											
Identified at least one quality of a good friend as evidenced by verbally sharing with the class or writing their answer on the board											
Engaged in play with at least one new peer that they do not usually play with											
Stated in their own words why it is important to include everyone in play and not bully others as evidenced by writing their answer on the back of their crumbled paper											
Appropriately identified one coping skill they can use as evidenced by writing it down into their Zones of Regulation Fortune Teller											
Correctly demonstrated at least three different deep breathing exercises that they can use as calming strategies for stress management											

