Playworks Great Recess Framework

Observation Information
School:
Program Model:
Date of Observation:
Purpose of Observation: Baseline, Program Monitoring, Endpoint, Prospecting
Location: Indoor or Outdoor (circle)
Grades Observed: K, 1, 2, 3, 4, 5, 6 (circle)
Observation 1 or 2 (circle)
Observer Information
Observer Full Name:
Role:

Indicators	Evidence	Notes
SAFETY: Play Space & Equipment		
Appropriate Play Space		Size refers to physical space available for number of students present. Location refers to proximity to open roads, parking lots, or other spaces that allow access for students to enter.
Play Space Hazards		Look for unsafe/hazardous areas. How are they identified?
Play Space Boundaries		How are play spaces marked? Are students respecting any identified boundaries?
Equipment Use		How are kids using provided equipment?
SAFETY: Student Interactions		
Student Communication		Pay attention to all types of communication--words, tone, body language.
Physical Altercations		Look out for physical altercations between students.
SAFETY: Adult Intervention		
Adult-Student Ratio		How many classes are present? How many adults?
Adult Supervision		Pay attention to supervision before, during, after recess. Are ther gaps in supervision--adults arriving late or leaving early causing times when students are not supervised
Adult Positioning		Pay attention to where adults are standing throughout recess. Are they strategically positioned--meaning are adult(s) located in a manner that allows the entire playspace to be seen and students to be heard. Are they moving around during recess to ensure optimum positioning?

Indicators	Evidence/Notes	Notes
ENGAGEMENT: Games & Equipment		
Play Variety		Make notes of types of games available to students--how many?
Inclusiveness of Play/Activities		Pay attention to students being welcome to play in games/activities. Do you notice any students wanting to play games and are not allowed? Do games reflect the diversity of the student population (race, gender, age)?
Equipment Variety		Take note of both variety but also equitable access for all students. Take note of how equipment is distributed.
ENGAGEMENT: Transitions		
Transition to Recess		Take note of how the transition to/from recess felt. Did it look/sound like students understood what to do? To recess: were students able to quickly get engaged in games/play?

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Transition from Recess		From recess: how did students stop and transition from playing to their next activity? Make not of if students looked/sounded prepared both mentally and physically
ENGAGEMENT: Student and Adults		
Rules: Adults		Observe and note how the adults supported students with rules.
Rules: Students		Observe and note how student understanding of the game rules supported/hindered game play and interaction.
Student Physical Activity & Movemement		Observing both the total number of students involved in play AND how many students were engaged in physically active play & movement
Adult Playing and/or Facilitating Play		Pay attention to the adults interaction at recess. Make note about the ways they are engaged. Note: Faciltating games includes activities such as turning the jump rope, moving cones, etc
Indicators	**Evidence/Notes**	**Notes**
EMPOWERMENT: Play & Games		
Level of Student Choice		Make notes about students level of automony in selecting what they want to play
Play Initiation		Pay attention to how play get started. Are students able to get play up and running on their own? Note: play includes games, activities, free, and/or creative play
Sustaining Play		Observe and note if play is continuing or stopping. Keep in mind the age appropriateness of students you are observing. Sustaining play means there is no adult influence on a student to continue the specific play. Adults can be engaged but not not the only reason the game continues. Play is sustained even if students move in and out.
EMPOWERMENT: Conflict Resolution		
Student Coflict Resolution		Make note of different strategies you see students using to help with conflict--RPS, talking it out, peace path, etc.
EMPOWERMENT: Adult Behavior		
Adult Modeling		Note what the adults are doing that reflects the behavior we want to see in students. Modeling positive culture includes supporting use of RPS, helping kids take turns, giving high 5s, using positive language