

Recess Routines for Supervision and Safe Play

With nearly 400 students at Huband Park and a limited number of spaces to play, having a thoughtful and safe plan for recess times is important. Here are a few considerations and guidelines.

Dressing for the weather

At our school we value active play outdoors and as a result have two half hour recess breaks, one from 10:10 to 10:40 and the other at 12:00 to 12:30. We do have a great deal of rain, especially in the fall and winter months, and always try to be outdoors. Please ensure your child is dressed for the weather. We recommend that students have an extra pair of pants and socks in their backpacks, especially our younger students.

Choices and Zones

To support active play and engagement in different activities, and to maximize the use of the spaces we have, the playground is divided in several zones. These zones include swings, big toy, music equipment, zipline, basketball, forest areas, Four Square and Gaga Ball pit. Each day two grades are assigned to two or more areas for their choices. All kids are free to roam/play on the main field, being mindful of various areas of active sports play, typically soccer and tag football. For our upper intermediate students, sports activities and practices regularly occur in the gym during recess. Our Indigenous Support Room is open for activities and connection time for various groups during the week at recess as well.

Age-Related Peer Play

We value a caring sense of community and building positive relationships with everyone, regardless of their age or grade. Most classes engage in buddy classes to foster these kinds of connections and participate in school-wide events for all students to be a part of. We foster intermediate leadership outside with our grade 7 Ambassadors and our intermediate student Kindness Crew. These students often step in to support students in the younger grades to navigate challenges younger students encounter with their peers.

Due to our commitment to supporting healthy, independent, successful, and safe interactions with the number of students on the playground, we have grade specific areas for soccer. In the past, grades mixed to play and there were repeated concerns that emerged. With the varied student soccer skills, for example, and a tendency for an over-competitive approach, we noticed the number of conflicts and aggressive incidents increasing. We also noted the minimal number of girls playing soccer. For these reasons, we have specific grades play at different times and do not mix the grades. For kindergarten students, we provide the opportunity for soccer later in the year as they adjust to their developing skills and school routines. Since these parameters have been put in place, the number of aggressive incidents and peer conflicts have decreased and the number of girls joining in has increased.