

Build a Better Recess

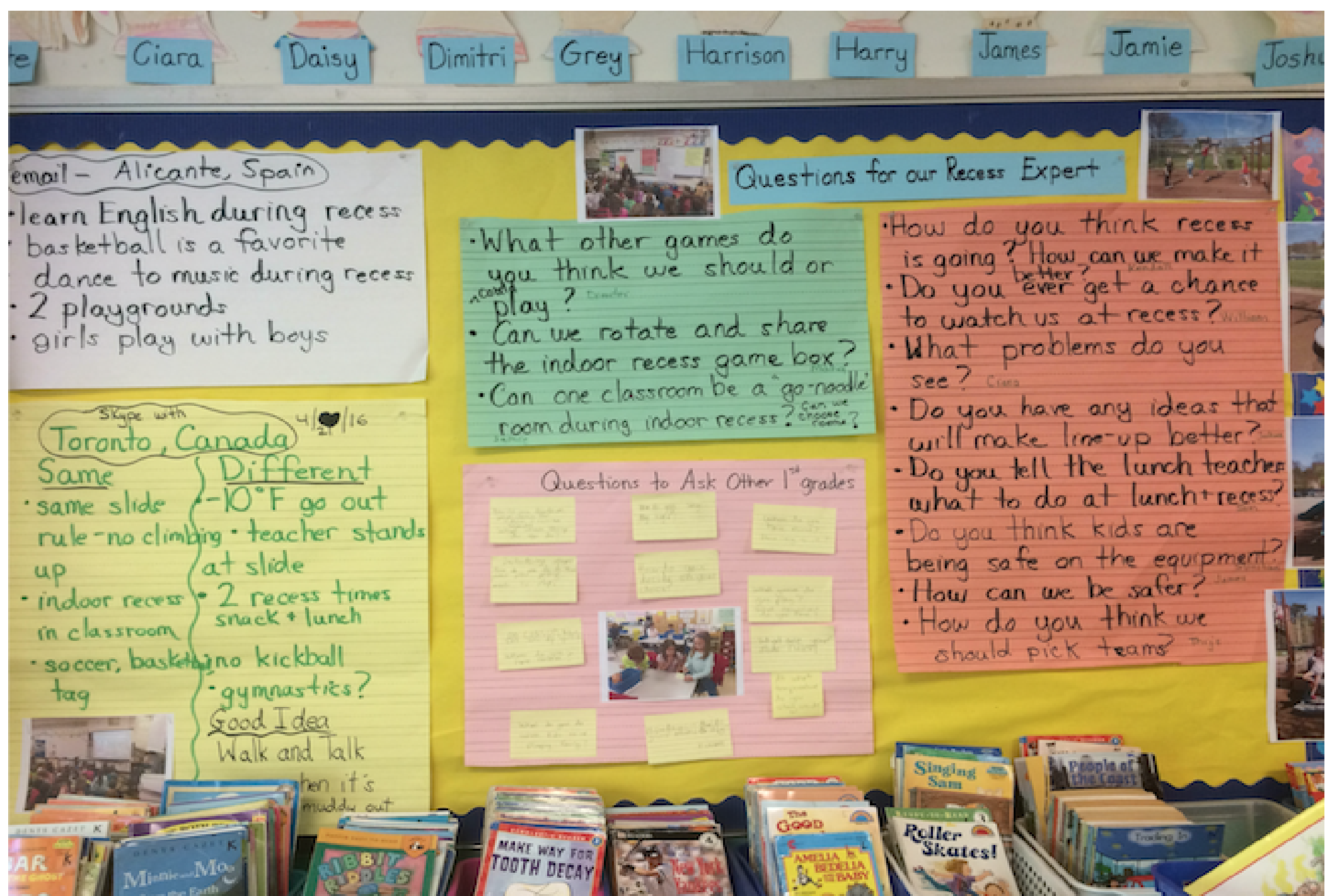
1st Grade

The Bronxville School

Winter



How can we make recess better in Bronxville?



Assessment

Persuasive Letter

Student Work

Creation of Google Slide presentation of proposed recess change based on data, interviews and observations. In addition students wrote individual persuasive letters.

Our first grade students identified a challenging problem in their own backyard: how to create a better recess. They found they were spending a great deal of time resolving issues after recess and wanted to get outside more in winter months. Through the PBL process, students researched recess around the world, observed recess in other local communities and proposed solutions through individual persuasive writing and group presentations. The project also addressed NY State Social Studies standards including participation in group and community activities, making connections to other countries and cultures, and developing an understanding of being a global citizen.

First, teachers and students considered what questions they would need to answer in order to address their driving question, “How can we make recess better at Bronxville?” They began by investigating questions in smaller groups, which were self selected by student interest. These groups generated more questions to ask different experts.

Teachers then invited in experts to respond to the generated questions. Experts included those from Bronxville, a neighboring school, and e-Pals in Canada. Once the interviews were completed, students gathered data and organized it in order to better generate proposed solutions.

Next, each group created a Google slide for their proposal that served as part of a group presentation. The students presented to parents and our Assistant Principal, and resident recess expert, Ms. Laitman. The students then had a follow up meeting with the school administration to discuss the changes made to recess at Bronxville School based on their researched proposals. As part of the project, students were also taught how to collaborate in groups and communicate through developing presentation skills.

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Week 1

- Kickoff Event
- Generate a list of concerns
- Generate need to know questions to address guiding questions, using sentence starters- "How can we get outside more in cold weather?" "What can we do so no student is excluded?"
- Create groups of student based on research questions and student interests

Week 2

- Generate a list of questions for Ms. Laitman
- Interview Ms. Laitman
- Generate questions to ask peers in other schools.
- Begin communicating with other classes and collect data



Week 3

- Visit another school to observe recess
- Observe Recess at Bronxville
- Look at data and come up with ideas to solve problem/ recommendations for change and put ideas on large paper for gallery walk

Week 4

- Planning with group for persuasive writing
- Write persuasive letter independently
- Begin slide design
- Practice presentation with student council members (older kids)
- Share presentation with Ms. Laitman and Mrs. Murray
- Assess students with the communication rubric

