**Behavior/Location**: Indoor Recess

**Why/Purpose:** To make sure that indoor recess is safe and enjoyable for everyone.

**Looks Like/Sounds Like: Expectations**

**Model Using I DO, WE DO, YOU DO**

1. Decide what teacher designated activity you wish to do.
2. Choose a floor or desk activity.
3. Walk to the area you have chosen to stay in.
4. Use games and materials the way they are meant to be used.
5. Keep toys and materials in your hands on the ground or on the desk.
6. Stick with the activity that you have chosen.
7. Sit appropriately in your desk (table) or on the floor, keeping hands and feet to self.
8. Use an indoor and respectful voice when communicating.
9. Clean up your supplies when you are done using them.
10. Return supplies to the appropriate location.
11. Check that all areas are left the way the teacher had them.
12. Help other students clean if they ask.

Middle School

1. Choose an activity that is made available to you.
2. Stay with that activity and in the location (homeroom) the entire time.
3. Use an indoor voice in all locations.
4. When dismissed, walk to your next class quietly.

**Negative Examples:**

1. Students switch from activity to activity and do not clean up after themselves.
2. Students run from their desk to the floor.

**Positive Examples:**

1. Students plan a game to play on the floor and when it is time to move to the activity, they slowly push in their chairs and look in front of them to make sure they don’t step on someone and walk to an open place on the floor.
2. Students politely ask the teacher for blank drawing paper before indoor recess starts. They stay at their table/desk and draw the whole time.

**Role Play:**

1. A student is confused about what activity might be appropriate to engage in during in-door recess and begins to wander around the room.
2. A student has a question about who is picking her up afterschool and in-door recess is in session. She starts to feel anxious because she knows she needs to stay with the activity she has chosen.