

Subtopic 3b: Exploring Your Free Time (during recess or choice time)

Student goals:

- Reflect on how they use their free time, especially during the school day.
- Build awareness of activities that support their well-being, using Live Your Why concepts.
- Learn and practice using tools to plan and reflect on how they spend their free time.

Time Frame:

- 30–45 minutes Flexible timing/ adaptable format: Can be completed in short segments or extended across multiple sessions.

Example Conversation Starters:

“Did you have recess today? What did you do? If not, how do you feel about that? (was it indoors or outdoors)”

“What were the options for what you could do during recess/free time at school? What did you see others doing?”

“What was the best part of your recess today? What made it fun?”

“What was the worst part of recess? How might you address this? ”

“Was there something you wanted to do but didn’t get a chance to? Why?”

“How did you feel during recess—were you relaxed, excited, energetic, using your imagination, playing with a friend, wanting to play with a friend, or maybe something else?”

“If you could pick three fun things to do at recess tomorrow, what would you choose?”

Activities:

Ask: “Do you have free time at school? When?”

- Daily/Weekly Time Use Mapping: Have students draw or list what they usually do during their free time at school.
- Recess or Choice Time Reflection Buckets:
 - After recess, students place a small item (e.g., a rock, chip, or sticky note) in labeled buckets:
 - One version: Based on their emotional response (“I felt happy,” “I felt bored,” “I felt included”).
 - Another version: Based on the type of benefit (“I moved my body,” “I was creative,” “I connected with a friend”).
 - Another based on Zones of Regulation- See Session 1 (based on color code)

Group Discussion: What trends do the students notice? What helps them enjoy free time more? Are there things they'd like to try next time?

Planning Tools: Help students create a personal recess/choice-time planner. This could be as individuals or also a group activity.

Integrate Student Voice: Involve students in making suggestions for recess stations, indoor and outdoor play options, or new club time offerings. Talk about how not everyone enjoys or benefits from the same things—and that's okay!