



## Offering children structured activities during recess.

Children who have experienced adverse childhood events, often have difficulties with unstructured events such as recess time in the playground. The feedback to Little Possums is that the children we work with often are ok in the class room but experience challenges and tend to get in trouble during recess time,

Why children who have experienced adverse childhood events struggle with transition and unstructured events.

These children have experienced unsafe adult relationships and events. To support these children, they need to experience safety and find this in environments that are predictable, defined and familiar. New situations are unpredictable. Every time routine /environment changes, children need to negotiate a series of obstacles, things that are perceived as threatening.

They have troubles with

- Casual teachers/RFF. Caused by difficulties managing relationships as they have developed mistrust versus trust
- Any changes such as
  - Transition times, eg going from one activity to another.
  - Changing class rooms
  - Change in daily routine
- Being in an unstructured space, eg playground, hall, library

### Strategies for support:

- Psycho education of children on emotions, physical reactions and management of big feelings (Could be part of curriculum)
- Prepare with the children a management plan to support emotional regulation
- Preparing the children for what is to come, eg what teacher is going to be with them
- Preparing casual teachers for the needs of the children and using child's individual management strategies
- Structure in transitions, eg transition routines using physical movement, a specific task, a song
- Teach curriculum in classroom where things are predictable and familiar
- Offer children indoor recess with play and expressive activities

