



EVALUATION, RESEARCH, AND ACCOUNTABILITY

Redesigning Schoolyards at Two Schools: Summary of Interviews and Observations

Melissa Karakus, Ph.D., Senior Research Associate
Erin McCrossan, Ph.D., Senior Research Associate
Jenny Hoedeman-Eiteljorg, M.Ed., Communications Officer

September 2024

About this Publication

As part of the **Playful Learning Schoolyard Redesign Program**, new spaces for learning and play were designed and constructed at Joseph Pennell School and Louis H. Farrell School. Interviews and observations were conducted at each school before and after the construction of the new spaces. This report summarizes the impact of the Schoolyard Redesign Program on student activity and overall recess climate at the schools.

Future summaries will include results of teacher professional development surveys, examining how teachers use the playful learning areas and how they perceive student learning related to the redesigned spaces.

The Playful Learning Schoolyard Redesign Program is funded by the **William Penn Foundation** in coordination with The Fund for the School District of Philadelphia and the Office of Capital Programs.

Mural Arts Philadelphia and **SALT Design Studio** planned and designed the new schoolyards.



Table of Contents

The Playful Learning Schoolyard Redesign Program

Page 4

Interviews and Observations

Page 5

Recess Experiences at Joseph Pennell School

Page 6

Recess Experiences at Louis H. Farrell School

Page 13

Observation Rubric & Interview Questions

Page 22



The Playful Learning Schoolyard Redesign Program

Grant Funding Awarded in 2019

In the spring of 2019, the School District of Philadelphia (SDP), in partnership with Mural Arts Philadelphia, was awarded a grant from the William Penn Foundation to redesign schoolyards at three elementary schools. The new schoolyards would be “playful learning areas,” specially designed with the intent to encourage and reinforce learning outside of the classroom.

Selecting Schools to Participate

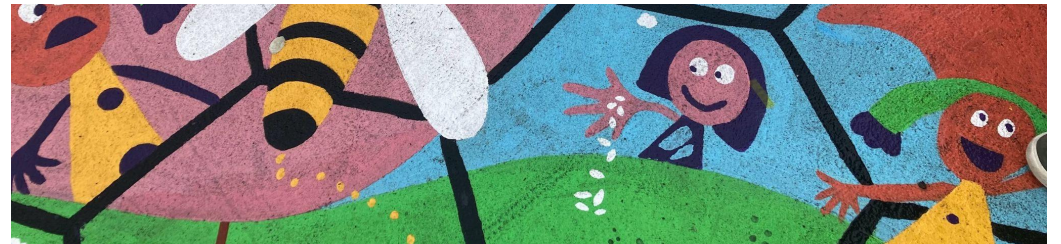
Two schools, **Joseph Pennell** (referred to as Pennell) and **Louis H. Farrell** (referred to as Farrell) were selected by SDP in spring 2019 to participate in the redesign process. A third school, Hunter, was also selected, but was still in the construction phase of the project at the time of the observation work described in this summary.

Schools were invited to be considered for the playground redesign project if they had already received renovated PK-3 classrooms as part of a previous literacy initiative. The goal was to extend the previous investments in PK-3 literacy learning by expanding the literacy-rich environments to the schoolyard.

The two schools that were part of this round of the schoolyard redesign initiative were selected based on staff and community engagement and on readiness of the physical site to be redesigned into a playful learning schoolyard. After schools were selected, Mural Arts engaged the school community in a year-long collaborative design process for the schoolyard.

Evaluating this Project

The Office of Research and Evaluation (ORE) conducted interviews with schoolyard staff and observed recess time at Pennell and Farrell schools before and after construction. Overall, staff at both sites felt the schoolyard redesign was a positive experience, providing more opportunities for student activities and enhancing climate.



Interviews and Observations

The Project and Evaluation Timeline and Activities Shifted Due to Covid-19

ORE originally planned to conduct pre-redesign observations at both Pennell and Farrell. However, due to school closures and other restrictions of the Covid-19 pandemic, we were unable to conduct observations prior to the schoolyard redesign.

Instead, ORE conducted interviews with school leaders and schoolyard staff to learn more about staff roles and student activities during recess. Interviews took place in June 2021, and observations took place in October 2023. Disruptions caused by Covid-19 contributed to the time lag between the interviews and the post-construction observation work.

At both schools, two staff members who had a role in implementing recess were interviewed. Interview participants talked about what recess looked like prior to the Covid-19 pandemic. Participants were asked about the roles of staff at recess, the types of activities students were engaged in, the types of equipment students had access to, and

the nature of student interactions at recess. The interview questions were based on the rubric that was used for observations (see the [Observation Rubric](#)).

Focus areas for the post-redesign observations included play space and equipment, activities and games, the role of adults during recess, and student interactions.





Recess Experiences at Joseph Pennell School

Recess Experiences at Pennell before the Schoolyard Redesign

Staff Roles at Recess

Interview participants were asked about school staff roles at recess.¹ Participants told us that Climate staff facilitated everything in the lunchroom and recess. The dean supported both lunch and recess as needed. There were usually five climate staff managing recess. Recess was divided into certain groups with staff members taking different groups. A staff member led one group of students in Kindergarten through second grade, while another staff member led a group of students in grades 3-5, with approximately 20-30 students in each group.

Play Space and Equipment

At Pennell, the schoolyard is a large area, so groups of students could be in separate

areas depending on their activities. Participants explained that activities were grouped by color. For example, Monday might be a yellow day for certain students, with activities including coloring, puzzles, and blocks. The next day might be purple and include relay racing, or be red for hula hoops or blue for basketball. Each day offered designated activities for kids to do so that their recess time was structured. Within activities, the staff might take a vote for what students wanted to do that day.

During the interview, the staff described the play areas and what took place in each area. There was an area for basketball, and next to that was an area for relay races, but it was cut off so that students would not run into the basketball area. There were similar areas designated for each activity color.

Equipment provided to students, typically from the physical education teacher, included basketballs, soccer balls, hula hoops, and jump ropes. Students also had access to blocks for building and crayons, but no chalk.



Photo credit: Anna Forrester and Mural Arts

¹ The information in this Before Redesign section was gathered through interviews with school-based staff in June 2021. See [slide 4](#) for more details.

Recess Experiences at Pennell before the Schoolyard Redesign (cont.)

Recess Games

Specific games included Duck Duck Goose and a game similar to Freeze Tag. Students played in the middle where the relay races were. Activities were similar across grade levels, and students had a chance to do something every day. There was a relatively even split between activities that were self-directed and those organized by climate staff. There were no unstructured activities. The level of physical activity among students depended on the particular activity (e.g., relay races typically involve a higher level of physical activity than coloring).

Student Interactions

Climate staff stated that they generally did not have any issues with negative interactions or fighting between students, and that students knew to follow the rules (e.g., not running into the street after a ball). Play was done in a group with no solitary play. However, if students didn't want to run that day, they took a break. Eventually, they usually decided to join in.



Photo credit: Anna Forrester and Mural Arts

Recess Experiences at Pennell after the Schoolyard Redesign

After the construction of the schoolyard, students in grades K-5 were observed over the course of two days during three recess times between 11:30 and 12:30.² The following pages describe the play space and equipment, activities and games, the role of adults during recess, and student interactions during these observations. Informal conversations with recess staff provided further understanding of how children used and felt about the play space.³

Play Space & Equipment

The schoolyard was large, and the space around it was well-landscaped with newly planted trees, flower beds, and other plants. Trees also stood by the stage area to eventually provide shade.



A playground area included a tall, netted climbing structure, a large round swing, three smaller hills with rubberized coating for climbing, and two different types of spinners.

² The information in this After Redesign section was gathered through observations of recess and interviews with school-based staff in October 2023. See [slide 4](#) for more details.

³ At the time of observation, the Mural Arts portion had not started. Estimated completion is scheduled for Summer 2024.

Recess Experiences at Pennell after the Schoolyard Redesign (cont.)

Overall, the schoolyard space seemed to reflect themes that came out of the visioning sessions during the schoolyard design process. For example, the vision statement from Pennell that helped influence the schoolyard design indicated that it should be “a loving, positive space with flowers and trees, where we can come together as a family and support and look out for one another.”⁴

Activities & Games

During the observations, most students were engaged in various areas of the schoolyard.⁵ Students climbed on the netted climbing structure, and many children wanted to swing on the large, round swing. We were told that there were four students maximum allowed at one time on the swing, so other students would sometimes wait for their turn. Other students went on the spinner, either by trying to walk and balance on the spinner or spinning it with their hands. These students seemed to be in the older grades.

More classes came back out around 12:15, about 35-40 kids with 3 adults. They all engaged in a relay race for about 8 minutes, and seemed to be directed about which station they went to. At 12:25 climate staff began lining them up near the cafeteria

doors, and they went inside at about 12:30. After speaking with staff, we learned that classes trade off using the new playground equipment so that it does not get too crowded.



A basketball area had hoops of different heights and circular markings on the ground.

⁴ For more information about the design process see:

<https://www.philasd.org/research/2020/09/21/redesigning-schoolyards-at-two-schools-a-summary-of-the-seven-design-phases/>

⁵ Observations of students in grades K and 1 were not included in this brief, as those students came outside and walked up to a rooftop area on the school, where they were engaged in a structured activity. A climate staff person mentioned that it is easier to manage and contain the younger students in this fenced rooftop area.

Recess Experiences at Pennell after the Schoolyard Redesign (cont.)

There were groups of students dancing on benches and another group of students dancing on the “stage.” Climate staff told us that students, especially girls, enjoy dancing, planning dance routines, and doing dance competitions.

Staff

Approximately five staff members were positioned around the schoolyard in different areas. One staff member was always at the large swing, making sure that not too many students were using it at one time. For the most part, staff reported that the students love recess now because of the new schoolyard, and that students are upset when recess is taken away.

Student Interactions

For the most part, students seemed happy and active. There was one fight, but a climate staff member immediately stepped in to help diffuse the situation.

One area had a round table and benches, with a bench dedicated to a PE teacher who had recently passed away. A second gathering area had benches and a nearby picnic table.



An area referred to as the stage had a two-level wooden platform. The area also included bongo drums and benches for students to watch the activity on the stage.

The schoolyard redesign project at Joseph Pennell School increased the number of activities and types of equipment for students at recess.

	Pre-Schoolyard Redesign	Post-Schoolyard Redesign
Staff roles	Climate staff managed recess and took votes on what students wanted to do.	Climate staff managed recess and supervised different areas of the schoolyard with the fixed equipment.
Play space and equipment	<ul style="list-style-type: none"> Large area Basketball hoops Equipment that is not fixed (e.g., balls, hula hoops) 	<ul style="list-style-type: none"> Distinct areas for different activities Basketball hoops of varying heights Equipment that is not fixed (e.g., balls, hula hoops) Climbing structures Stages Spinners Swing Drums
Activities and games	<ul style="list-style-type: none"> Various structured activities Duck duck goose Relay races Building with blocks 	<ul style="list-style-type: none"> Climbed on the different structures Used the swing Played basketball Danced on the stage
Student interactions	<ul style="list-style-type: none"> Mostly positive Students followed the rules No solitary play 	<ul style="list-style-type: none"> Mostly positive One argument was managed quickly by staff Students followed the rules No solitary play

This information was gathered through interviews with school-based staff in June 2021 and observations of recess in October 2023. See [slide 4](#) for more details.



Recess Experiences at Louis H. Farrell School

Recess Experiences at Farrell before the Schoolyard Redesign

Staff Roles at Recess

At Farrell, the interview participants described staff roles at recess.⁶ Recess was generally monitored by the dean, with about nine climate staff assisting. Five climate staff supervised students in the lunchroom, while four supervised students outside. Students ate for about 20 minutes, then went outside for recess for about 20 minutes. There was a push for socialized (or structured) recess a few years ago, but that “faded away when kids took charge” on initiating activities. Climate staff were there mainly to monitor recess.

Activities and Equipment

Students were able to play games such as soccer, football, and hopscotch. Some students just hung out by the building or by the fence and did not want to participate in an activity.

Recess was a 20-minute timeframe so students had to get involved rather quickly. If they wanted to do something, it had to be somewhat organized. At Farrell, it was mostly student-led activities, and the activities varied by grade. When the dean was a teacher (prior to the COVID-19 pandemic), soccer was very popular with his 6th grade students. Jump rope usually happened right outside the doors where students come out. Students had access to jump ropes, balls for sports, and hula hoops. Activities did not take place too close to the building, nor too close to the exits along the fence.

Staff reported that about 60% of students were typically involved in a physical activity. The rest were usually chatting in smaller groups off to the side. The staff watched to see who might be alone or alienated, but there were not too many of these students. In this regard, interview participants felt it is a generally friendly school. The dean stated that he tried to talk to other students about getting them involved. If it didn’t seem to be a “red flag,” then he would let it go.

Student Interactions

The dean stated that mostly what he saw in student interactions was friendly competition. There were usually some behavioral issues but “not a ton.”



Photo credit: Anna Forrester and Mural Arts

⁶ The information in this Before Redesign section was gathered through interviews with school-based staff in June 2021. See [slide 4](#) for more details.

Recess Experiences at Farrell after the Schoolyard Redesign

Similar to Pennell, the redesign project at Farrell increased the overall choices and types of experiences students had during recess. Additionally, based on interviews and observations, there seemed to be an increase in the amount of students engaged in physical activity during recess.⁷

Play Space & Equipment

Farrell's playground was considerably larger than Pennell's. It was almost entirely fenced in with a very tall fence. The updated schoolyard, called the "Literacy Loop," focuses on the ecology of the area and is interspersed with student artwork and various components supporting student learning.



An aerial view of the redesigned schoolyard shows the full Literacy Loop.

⁷ The information in this After Redesign section was gathered through observations of recess and interviews with school-based staff in October 2023. See [slide 4](#) for more details.

Recess Experiences at Farrell after the Schoolyard Redesign (cont.)

Playground Design

The design reflected the Farrell school community's initial vision for the space which stated "the schoolyard is a safe, fun, green space that is quiet and shady, where kids can be and feel comfortable, welcome and make new friends. ...with equal amounts of big spaces for active use and quiet spaces for both individuals and groups so everyone has a place to play, hang out, relax and enjoy their time. ...that is a colorful, magical space that inspires imagination. ...that celebrates cultural diversity, and inspires and has capacity for family rituals and traditions."⁸

The space was divided into several distinct areas, and there were several benches throughout, with one dedicated to a kindergarten student who had passed away. There were also several small tables and chairs near the cafeteria entrance. A long bench in a zigzag design created a divide between the play area and a basketball court.



A long path allows students to walk through landscaped trees and bushes.

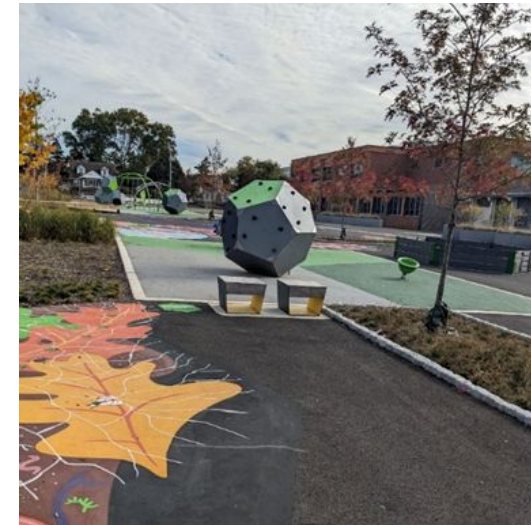
⁸ Taken from:

<https://www.philasd.org/research/2020/09/21/redesigning-schoolyards-at-two-schools-a-summary-of-the-seven-design-phases/>

Recess Experiences at Farrell after the Schoolyard Redesign (cont.)



Clockwise from left: One area had two boulder/rock walls (approx. 15 feet high) and a second large climber. Another area had a large one-level stage. One space included a narrow swing built for multiple students to use simultaneously. One play area had a big boulder with climbing walls on all sides, plus a seesaw that could fit 3 young children per side or two older kids. There was a small, built-in Gaga pit for the younger kids at one end of the yard and a larger Gaga pit at the other end.



Recess Experiences at Farrell after the Schoolyard Redesign (cont.)



Several colorful murals of various types of flowers, plants, animals, and insects were painted across the entire pavement.⁹

⁹ The murals at Farrell were designed and produced by artists Jason Killinger and Jenna Robb in partnership with Mural Arts.

Recess Experiences at Farrell after the Schoolyard Redesign (cont.)

Activities & Games

During recess time, most children were involved in their choice of activity. Many children were running around. Based on the pre-construction interviews, it seemed like there was an increase in physical activity post-schoolyard redesign. Many students were enjoying playing sports such as basketball, football, and soccer that were initiated by the children. Some students were enjoying walking on the path, while others played on the climbing structures. Several students danced on the stage and played a game with a ball.

Staff Feedback

Overall, each grade level seemed to be scheduled for about 20 minutes, with a few minutes on each side for lining up, giving most children a full 15 minutes of active recess. The dean and approximately 4-5 climate staff used positive strategies to line up the kids, including a cute hand signal for the “Farrell Fox.” They praised and rewarded kids who followed directions, and at one point also reminded them

“they should be doubling down on safe” and were looking for examples of students playing safely.

Because of the new equipment, the assistant principal said they could teach lots of lessons about sharing, taking turns, and cooperating. The various spaces, equipment, and balls allowed for many different activities so that “every student has something they can do.” He said he was very happy and thankful for it.



A “beehive” mural area was inspired by student artwork and included art contributed directly by students.

The principal told us that after-hours had become problematic, with neighborhood kids hanging out on the playground from school dismissal until late evening, sometimes causing acts of vandalism. Trash needed to be cleaned up daily (student volunteers helped with this task), and he had to remove inappropriate drawings that were spray painted. They had also found needles. He was not sure what to do about this problem.



Recess Experiences at Farrell after the Schoolyard Redesign (cont.)

Staff Feedback (cont.)

The principal later told us he worried about whether student supervision would be possible once the bushes grew taller. For the first 18 months, contracted landscapers would take care of the plants as part of the grant. He felt less confident that the landscaping would be maintained after this period, when the District would take over maintenance.

Several staff members felt that the climbing structure was unsafe, having observed some students get stuck at the top and need assistance getting down. The assistant principal appreciated that the ground was padded, and believed there were far fewer injuries due to the padding than had occurred before the playground was installed.

Staff also indicated that the long swing was problematic because too many children get on at once, standing on the ends as it swings and then falling off and getting injured. One climate staff person said, “It was the worst thing ever!” She said they “could’ve done a better job at what equipment they gave us.”



Additional areas of the mural promoted inclusion and belonging by representing many of the languages spoken by the school community.

Student Interactions

The assistant principal said that the redesigned schoolyard was a “great asset” for climate and culture. They believed the new installations encouraged students to share and take turns. For the most part, ORE observed the students taking turns and getting along well with one another.



At Louis H. Farrell School, the redesign project provided more play spaces for students, which may have contributed to an increase in physical activity during recess.

	Pre-Schoolyard Redesign	Post-Schoolyard Redesign
Staff roles	Climate staff supervised student-initiated activities.	Climate staff supervised student-initiated activities.
Play space and equipment	<ul style="list-style-type: none">• Large, fenced-in area• Basketball court• Equipment that is not fixed (e.g., balls, jump ropes, hula hoops)	<ul style="list-style-type: none">• Landscaped path• Basketball court• Equipment that is not fixed (e.g., balls, jump ropes)• Climbing structures• Stage• Seesaw• Swing• Gaga pits
Activities and games	<ul style="list-style-type: none">• Students engaged in certain organized sports and games like soccer and football, hopscotch, jump rope, and hula hoops.• About 60% of students engaged in physical activity.	<ul style="list-style-type: none">• Most children engaged in a physical activity.• Played sports like soccer, football, and basketball• Walked on path• Climbed on structures• Danced on stage
Student interactions	<ul style="list-style-type: none">• Mostly positive• Friendly competition• Some behavioral issues	<ul style="list-style-type: none">• Mostly positive• Friendly competition• Students took turns/shared

This information was gathered through interviews with school-based staff in June 2021 and observations of recess in October 2023. See [slide 4](#) for more details.

Observation Rubric

Modified Version of the Great Recess Framework

Observation Location:

Observer Name:

School Name:

Grades Present:

Observation Date:

Number of Staff Present:

Observation Time & Duration:

Weather:

Guiding Questions:

1. What activities are students engaging in prior to playground construction?
2. What activities are students engaging in after playground construction?
3. What activities are school staff engaging in prior to playground construction?
4. What activities are school staff engaging in after playground construction?

Taking notes on the type of/extent to which the following are seen:

Physical Activity:

• Active activities are defined as anything more vigorous than walking. Examples include jogging, jumping, skipping, running, throwing/kicking objects, and playing physical games like chase, tag, duck-duck-goose, etc.

• **Passive activities**

Passive activities are defined as any activity that is not vigorous, such as walking with friends, hugging, drawing, spectating, sitting, lying down, playing make-believe, etc.

Objects Used:

• Objects include balls, jump ropes, lunchboxes, and anything exterior to the child that is being interacted with.

Emotion:

• Emotional state can be best defined at a distance based on behavioral context, laughter, crying, and so on. If no emotional state is clear, it can be marked as neutral.

The rubric used for observations was a modified version of The Great Recess Framework that incorporated elements from the following tools: the System for Observing Play and Leisure Activity in Youth (SOPLAY), the System for Observing Children's Activity and Relationships during Play (SOCARP), and the Observation System for Recording Physical Activity in [Elementary School] Children (OSRAC-E).

STUDENT INTERACTIONS				
	1	2	3	4
12	Hardly any communication (verbal or nonverbal) between students is positive and encouraging towards each other.	Some communication (verbal or nonverbal) between students is positive and encouraging towards each other.	Most communication (verbal or nonverbal) between students is positive and encouraging towards each other.	All communication (verbal or nonverbal) between students is positive and encouraging towards each other.
13	There are many physical altercations between students.	There are some physical altercations between students.	There are few physical altercations between students.	There are no physical altercations between students.
14	There are many disagreements about rules between students.	There are some disagreements about rules between students.	There are few disagreements about rules between students.	There are no disagreements about rules between students.
15	Students demonstrate hardly any strategies for resolving conflicts on their own.	Students demonstrate some strategies for resolving conflicts, but a lot of adult support was needed.	Students demonstrate adequate strategies for resolving conflicts, but some adult support was needed.	Students demonstrate extensive strategies for resolving conflicts on their own.

ACTIVITY & GAMES				
	1	2	3	4
8	Hardly any students are involved in physically active play (less than 10%).	Some students are involved in physically active play (11-50%).	Many students are involved in physically active play (51-89%).	Almost all students are involved in physically active play (90% or more).
9	Hardly any organized games and/or activities are available during recess.	A limited number of organized games and/or activities are available during recess but there is <u>limited variety</u> .	A limited number of organized games and/or activities are available during recess, but there is <u>variety</u> .	A large number of organized games and/or activities are available during recess.
10	Hardly any games are initiated by students.	Some games are initiated by students.	Many games are initiated by students.	All games are initiated by students.

ADULT SUPERVISION				
	1	2	3	4
11	Hardly any supervising adults are strategically positioned to view students in the recess play space (i.e., adults are all huddled together).	Some supervising adults are strategically positioned to view students in the recess play space, but many students are unsupervised.	Many supervising adults are strategically positioned to view students in the recess play space, but some students are unsupervised.	All supervising adults are strategically positioned to view students in the recess play space.

PLAY SPACE & EQUIPMENT				
	1	2	3	4
1	The play space for recess is unsafe due to many hazardous areas (e.g. trip hazards, broken glass/sharp objects, hidden areas that cannot be seen by adults) that aren't identified as "no play" zones.	The place space for recess has many safety concerns due to some hazardous areas that aren't identified as "no play" zones.	The play space for recess has some safety concerns. There are some hazardous areas but most are identified as "no play" zones.	The play space for recess has no safety concerns. It is clearly free of hazards and/or all unsafe areas are identified as "no play" zones.
2	The play space for recess is inappropriate (too small, near open roads, etc.) and has many immediate safety concerns.	The play space for recess is somewhat inappropriate and has some immediate safety concerns.	The play space for recess is mostly appropriate in that there are very few immediate safety concerns.	The play space for recess is appropriate in that there are no immediate safety concerns.
3	The play space for recess has no clearly identified boundaries for games (no cones, chalk, paint).	The play space for recess has some boundaries identified for games.	The play space for recess has many boundaries identified for games.	The play space for recess is well marked and all game boundaries are clear.
4	No fixed recess equipment is available. (SKIP TO 6)	Limited fixed recess equipment is available.	Adequate fixed recess equipment is available.	Extensive fixed recess equipment is available.
5	Fixed recess equipment is available but is hardly being used as intended and in a safe manner.	Fixed recess equipment is available and is sometimes being used as intended and in a safe manner.	Fixed recess equipment is available and is mostly being used as intended and in a safe manner.	Fixed recess equipment is available and is being used as intended and in a safe manner.
6	No unfixed recess equipment is available. (SKIP TO 8)	Limited unfixed recess equipment is available.	Adequate unfixed recess equipment is available.	Extensive unfixed recess equipment is available.
7	Unfixed recess equipment is available but is hardly being used as intended and in a safe manner.	Unfixed recess equipment is available and is sometimes being used as intended and in a safe manner.	Unfixed recess equipment is available and is mostly being used as intended and in a safe manner.	Unfixed recess equipment is available and is being used as intended and in a safe manner.

ADULT-STUDENT INTERACTIONS				
	1	2	3	4
16	Hardly any adults model positive culture (e.g. positive language, getting students involved, supporting conflict resolution skills, etc.)	Some adults model positive culture.	Many adults model positive culture.	All adults model positive culture.
17	Hardly any adults are playing games or engaged with students.	Some adults are playing games and/or are engaged with students.	Many adults are playing games and/or are engaged with students.	All adults are playing games and engaged with students.
18	Hardly any adults consistently reinforce the rules.	Some adults consistently reinforce the rules.	Most adults consistently reinforce the rules.	All adults consistently reinforce the rules.
19	Did you observe students using negative verbal or nonverbal communication to each other that was seen by supervising adults? If no, skip the next two questions. If yes, answer the next two questions.			
20	Adults did not intervene between students after seeing negative communication (verbal or nonverbal). (SKIP TO 22)	Adults sometimes intervene between students after seeing negative communication (verbal or nonverbal).	Adults often intervene between students after seeing negative communication (verbal or nonverbal).	Adults always intervene between students after seeing negative communication (verbal or nonverbal).
21	Hardly any adult interventions are done in a constructive way.	Some adult interventions are done in a constructive way.	Most adult interventions are done in a constructive way.	All adult interventions are done in a constructive way.
22	Did you observe physical altercations between students that was seen by supervising adults? If no, skip the next two questions. If yes, answer the next two questions.			
23	Adults did not intervene between students after seeing physical altercations. (SKIP TO END)	Adults did not intervene between students after seeing physical altercations. (SKIP TO END)	Adults did not intervene between students after seeing physical altercations. (SKIP TO END)	Adults did not intervene between students after seeing physical altercations. (SKIP TO END)
24	Hardly any adult interventions are done in a constructive way.	Hardly any adult interventions are done in a constructive way.	Hardly any adult interventions are done in a constructive way.	Hardly any adult interventions are done in a constructive way.

Interview Questions from Pre-Schoolyard Redesign Interviews

Staff Roles

1. Can you describe your role at recess?
2. Are there other staff members present at recess? If yes, what are their roles?

Activity Areas

Introduce the map and review each section of the map, asking about specific activities that children engaged in (prior to the pandemic).

1. What types of structured activities occur and in which places?
2. What types of unstructured activities occur and in which places?
3. Are there areas that are unsafe or otherwise identified as “no play” zones?
4. What kinds of equipment, if any, are available to students?

Student Behaviors

1. What is the level of activity among students during recess?
2. What is the nature of the interactions you see among students during recess? (positive, negative, prosocial) or what is the general climate of recess?
3. How are students gathered? In groups? How much solitary play?

Learn more about the Playful Learning Schoolyard Redesign Program

September 2020 Research Brief:

- [Redesigning Schoolyards at Two Schools: A Summary of the Seven Design Phases](#)

Mural Arts Philadelphia artwork summary:

- [Farrell: A Place That's Alive "Literacy Loop"](#)

SDP Office of Capital Programs project summary pages:

- [Louis H. Farrell School](#)
- [Joseph Pennell School](#)