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| Autore | Blatchford Peter |
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| Nota di bibliografia | Includes bibliographical references (pages [177]-183) and index. |
| Nota di contenuto | Front Cover; Social Life in School; Copyright Page; Contents; Acknowledgments; Chapter 1. Introduction; Chapter 2. Pupils' Experience and Behaviour at Breaktime: A Review and Description of Research Approach; Chapter 3.Pupils' Views on Breaktime at 7, 11 and 16 Years; Chapter 4.Changes in Breaktime Activities from 7 to 16 Years; Chapter 5.Playground Games at Junior School: Changes over the School Year; Chapter 6.Friendship Formation after Entry to Junior School; Chapter 7.The Experience of Friendship at Breaktime at 16 Years Chapter 8.Pupils' Views on Teasing and Name Calling at 7, 11 and 16 YearsChapter 9.Fighting in School; Chapter 10.Conclusion; References; Index |
| Sommario/riassunto | Are breaktimes really just a time of violence and bullying that could be |

better used for working? Based on a unique and fascinating longitudinal study of a group of pupils from primary to secondary school, the author of this timely new book proposes an alternative view. He believes that breaktime plays an important part in children's social development, and through his gathering of pupil's own views on breaktimes over a period of ten years, we see how breaktimes offer children time to play; to develop friendships; to build social networks; to develop social skills and competence; to be indepen
