Big Idea/ Topic
“Transitions”

Standard Alignment
Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Instructional Design
Define Simply
Introduce students to the routine for classroom transitions. The routine needs to be adaptable to different scenarios (e.g., going to the library, moving from math to science). You can use the steps below or incorporate music, singing, call & response, chants, or brain breaks.
Steps:
1. In a moment, we will be transitioning from ______ to ______
2. When I say “smooth,” I want you to ______
3. Ready “smooth”
4. Observe to ensure everyone follows the directions.
*We suggest “smooth” (likely messages calmness) as opposed to “go” (potentially messages rushing)

Model/Demonstrate with Examples
Model an example for students going through each step of the process.

Practice in All Relevant Settings
Practice the transition routine for all different scenarios throughout the day. Follow the same steps so they become used to the routine.

Monitor & Provide Positive Feedback and Reinforcement
Monitor students’ progress and offer group specific praise after the transition is complete. For example, “Thank you class for this smooth transition. I noticed you put your things away and joined me on the carpet quickly and quietly. Great job!”

Based on Data, Adjust Instruction & Reteach
Teachers should monitor how well the class demonstrates the transition routine and increase practice whenever necessary.

Evidence of Student Success
- Student success will be demonstrated when students smoothly transition from each activity.

Distance Learning Supports

Georgia Department of Education

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- This concept can be utilized in an online class with the same steps.

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<th>Engaging Families</th>
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<td>- Share transition steps and “smooth” instructions with families so they can practice at home. Suggest they ask their child to teach them the process.</td>
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