

INCLUSION IN ACTION

A LINC+ CPD Community of Practice Publication



Traffic Light Transition

Supporting children's transition from free play to tidy up

Setting up the activity

Previously we would flag the transition by a teacher moving around the classroom gently informing children it is 10 minutes to tidy up, then 5 minutes, then 2 minutes and then ring a bell. During tidy up we sing the 'clean up' song as children and teachers work together to tidy away.

We are utilising a range of visuals in the classroom to promote children's awareness and participation in the routines and transitions. We were working on road safety, and the children displayed knowledge and understanding of the traffic light colours and their meaning – Green - 'keep going'; Yellow - 'get ready'; Red - 'Stop'.

This observation led us to consider if we could use a colour scheme to further help the children during this transition. We introduced and discussed our idea with the children at circle time. We all agreed we would laminate red, yellow and green A4 card and use this to help us all get ready for tidy up. Teacher would walk around the room showing the children the card at the 10, 5, and 2, minute intervals. The cards are displayed in a prominent area of the classroom for everyone to see. We continue to use the bell and sing our song.

Observation and Reflection

This transition tool is more relatable and meaningful to the children. We observe the children telling and reminding each other 'it's the green card', 'we've 10 more minutes'. We're considering writing the relevant number on each card as some are children we are displaying interest in numbers.

LINKS to THEORY

Aistear Themes:

Communicating: The use of visual cues (traffic light cards) supports non-verbal communication and aids children's understanding of transitions.

Well-being: Predictability in transitions reduces anxiety, fostering a sense of security and confidence.

Identity and Belonging: Encouraging children to engage in setting up routines empowers them and fosters ownership over classroom activities.

Reggio Emilia (Malaguzzi) – Image of the Child & Hundred Languages of the Child:

This approach views children as capable, competent, and active participants in their learning. Using visuals alongside verbal cues acknowledges different ways children express understanding. The use of multiple mediums (song, visuals, verbal reminders) respects the 'hundred languages' of children, ensuring inclusivity in communication.

Gardner – Multiple Intelligences:

The activity integrates different intelligences

Visual-spatial intelligence: Using color-coded cards for transition awareness.

Musical intelligence: Singing the 'clean-up' song enhances engagement.

Interpersonal intelligence: Encouraging peer reminders fosters collaboration and shared responsibility.

Logical-mathematical intelligence:

Incorporating numbers on the cards supports number recognition and sequencing skills.



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Sally is a valued contributor to LINC+ CPD Communities of Practice, collaborating on blogs, tip sheets, and resources. Passionate and enthusiastic, she eagerly shares her practice, supporting educators and fostering professional growth in early childhood education.