Transitions

Much of education is about easing transitions: from pre-school into the public school system, from grade to grade, from school to school, and eventually from high school to post-secondary education or the work force.

Those transitions are planned and managed because – quite simply – that's what works best, and transitions in physical activity require the same degree of planning and management if students are to make optimum progress.

Student Outcomes

The physical activity and physical literacy components of the Physical and Health Education Curriculum documents clarify the student outcomes in the areas of:

- knowing,
- doing, and
- understanding.

If students have achieved these outcomes by the end of the school year, they will be well prepared for transitioning to the next grade.

Movement Transitions

Basic human movements: Young children are developing the basic patterns of human movement. These emerge mostly instinctually, and are so ingrained it's almost impossible to stop children from developing them.

What children need are safe opportunities to practice these skills.

Fundamental movement skills: Built on the basic human movements that have emerged in the first six years of life, these skills of locomotion, non-locomotion, and manipulation may emerge spontaneously in active children, but often require instruction and repetition (practice) to be well developed.

Foundational sport skills: These are the building blocks of sports. These do not emerge spontaneously, but require direct instruction, opportunity to practice, and use in game-like situations.

Not all students will transition from basic human movements to fundamental movement skills to foundational sport skills at the same age, and individual students can be in one phase in some skills and be more advanced or behind in other skills.

0–3 years	4–8 years	9 years onwards
Basic Human Movements: Instruction rarely effective. Provide opportunities and practice.	**Fundamental Movement Skills:** Instruction helpful. Provide instruction, opportunities and practice.	**Foundational Sport Skills:** Instruction essential. Provide direct instruction, opportunities and practice.

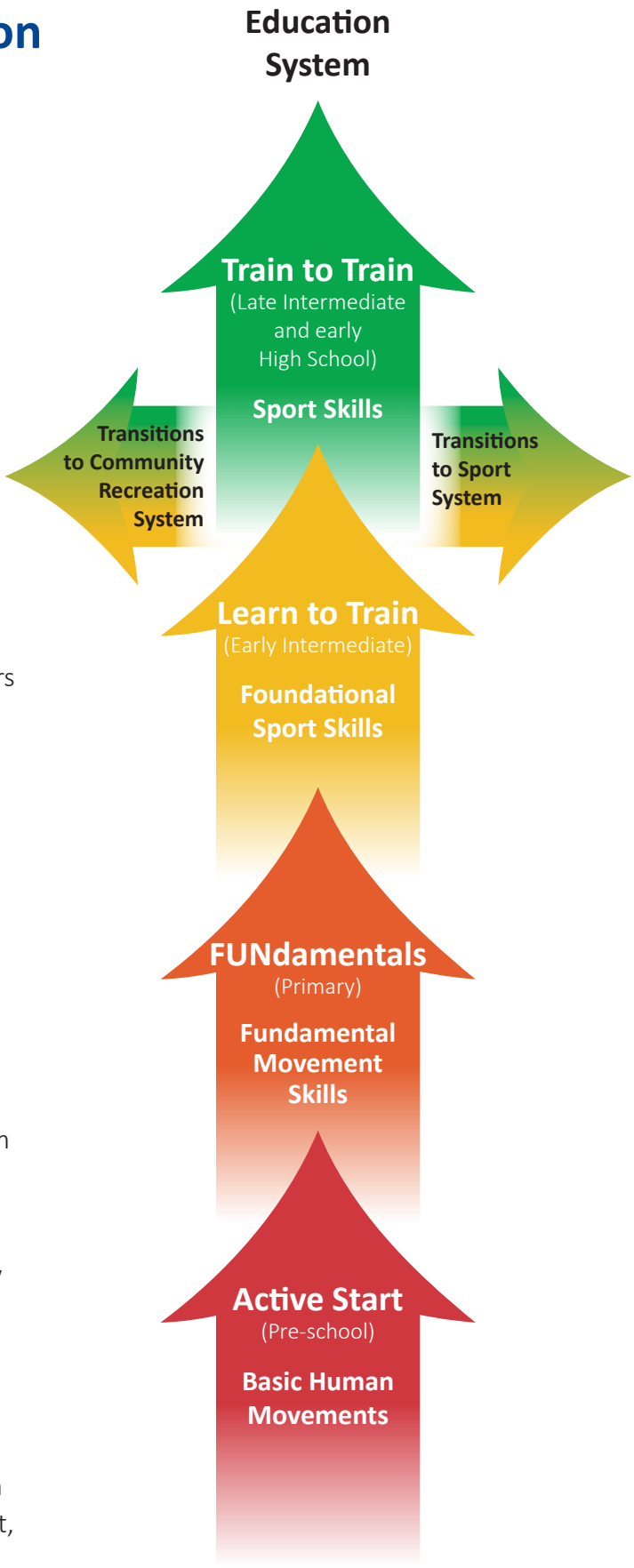
Transitions outside of Education

Because it is mandatory, all students take part in the Physical and Health Education Curriculum which focuses on increasing physical activity and developing physical literacy. The majority of students enjoy the activities, and many of them also take part in activities outside the school.

Outside school, students may take part in activities offered by local community recreation groups. This is usually for recreational activities and mass-participation minor sports.

Educators are encouraged to make students aware of what is available locally, and this is generally most effective at the primary and elementary school level.

Students also engage with local sport clubs and leagues. This is more prevalent at the early intermediate, late intermediate, and early high school level. Again, educators are encouraged to link students who show interest with the appropriate organization that offers the sport.



The Most Difficult Transition

Some students are born with special needs, and some acquire disabilities through illness or injury. Too often these students are left out of physical activity, or take part only on the fringes – as score keepers, timers, or even observers.

Physical literacy provides an environment that promotes and encourages full inclusion, and at the same time improves the physical health, confidence, and self-esteem of students with special needs.

Some suggestions:

- Ask students with special needs and their parents how the student can be more fully involved.
- Be creative in ways that tasks can be set for students that allow those with different abilities to achieve the task in different ways.
- Seek help from organizations set up to help those with special needs be more active, such as wheelchair sport, blind sport, or cerebral palsy sport organizations for those with physical impairments, and Special Olympics for students with intellectual special needs.

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