HOW TO MOVE & LEARN: AN EVIDENCE-BASED GUIDE TO EMBEDDING PHYSICALLY ACTIVE LEARNING IN YOUR SCHOOL

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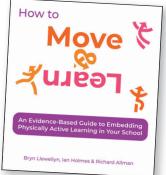**Bryn Llewellyn, Ian Holmes and Richard Allman**
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As a retired physical education (PE) teacher but an active school sport coordinator (SSCo), I am very much in favour of encouraging children to move more. The benefits of moving, rather than sitting behind a desk for most of the day, are huge and well documented. This book – *How to Move & Learn* – might persuade some teachers that it is possible to incorporate some of the ideas into some of their lessons.

How to Move & Learn uses research, strategies and resources to help primary school teachers and leaders to include a movement-based approach in their teaching and across the whole school. As well as explaining their research, the authors have included ideas that have been tried and tested in schools and could, therefore, be rolled out in other schools who are willing to give them a try. Furthermore, Appendix 2 shares case studies that confirm that Move & Learn works. In fact, some teachers might discover that they are already using some of the ideas found in this book.

Some sections of the book were easy to read, whilst others required a little more concentration. I tried to think like a primary school teacher rather than a PE specialist. One of my concerns was the extra workload that teachers might face in implementing the ideas, but there was a solution to this problem: don't jump in – just dip your toes in and see what works. The authors recommend that schools take small steps to get started, such as focusing on a specific year group, piloting with one class, including some physically active learning (PAL) for 15 minutes a week, including an active break in a lesson, or being active for part of a lesson. PAL can be integrated into the curriculum over time. The authors emphasise that it is important for each step to have a purpose and lead to improvements in learning outcomes as well as increased movement before the next phase is implemented.

Chapter 1 (An introduction to Move & Learn) allayed my fears that all lessons should be active all of the time. Some will have minimal activity (sitting at a desk), others will include light physical activity (walking around the room to retrieve information) and some will include moderate to vigorous activity (running around the field to collect clues). Move & Learn approaches (outlined in chapters 3 and 4) can be used directly to activate learning through retrieval, collection, modelling, connection and creation. They can also be used indirectly to include movement breaks that energise pupils, refocus them and break up any complex lessons. When teachers read this, they are likely to find that they already include some of the former and a lot of the latter in their lessons.

There are many benefits to be had from incorporating PAL into lessons, but I think that space in most primary schools will be a significant barrier. In chapter 5 (Move & Learn environments and resources), the authors suggest using classrooms, corridors, the hall, the playground and fields. But many of the issues schools face are not easily overcome. Similarly, the suggestion that wellies and waterproofs are bought for every child would be very expensive!

As a PE specialist, I would love schools to try some of the ideas in this persuasive book. The authors support teachers with research and practical ideas, both within the book and on the associated website, so that they can adapt their practice to make Move & Learn a reality. It requires PAL to be included in teacher training and needs head teachers to drive it in their schools. Will schools start to Move & Learn so that children's health and wellbeing are at the forefront of education? All it might take is a teacher to read this book. ■

Gail Halls [afPE member]

Gail Halls is school sport coordinator with the Howard School Sports Partnership.