

Move to Learn Incorporating Movement Across the Curriculum



Kimiora Insley



Darren Houston



Name: Kimiora Insley

Role: Healthy Active Learning Advisor

Organisation: Sport Bay of Plenty
Rotorua



Name: Darren Houston

Role: Healthy Active Learning Facilitator – Wairarapa

Organisation: Nuku Ora (Regional Trust)

Email: darrenh@nukuora.org.nz

Phone: [022 389 9314](tel:0223899314)



Session Outcomes

Identify the strong links between regular movement, and tamariki and rangatahi wellbeing, engagement, focus, and collaboration.

Explore ways to incorporate purposeful movement into everyday learning experiences.

Session Outline

- Whanaungatanga activity
- Active Bodies, Active Minds Report
- Movement Wheel Concept
- Types of movement in the classroom
- Variety of practical activities

Whanaungatanga Activity



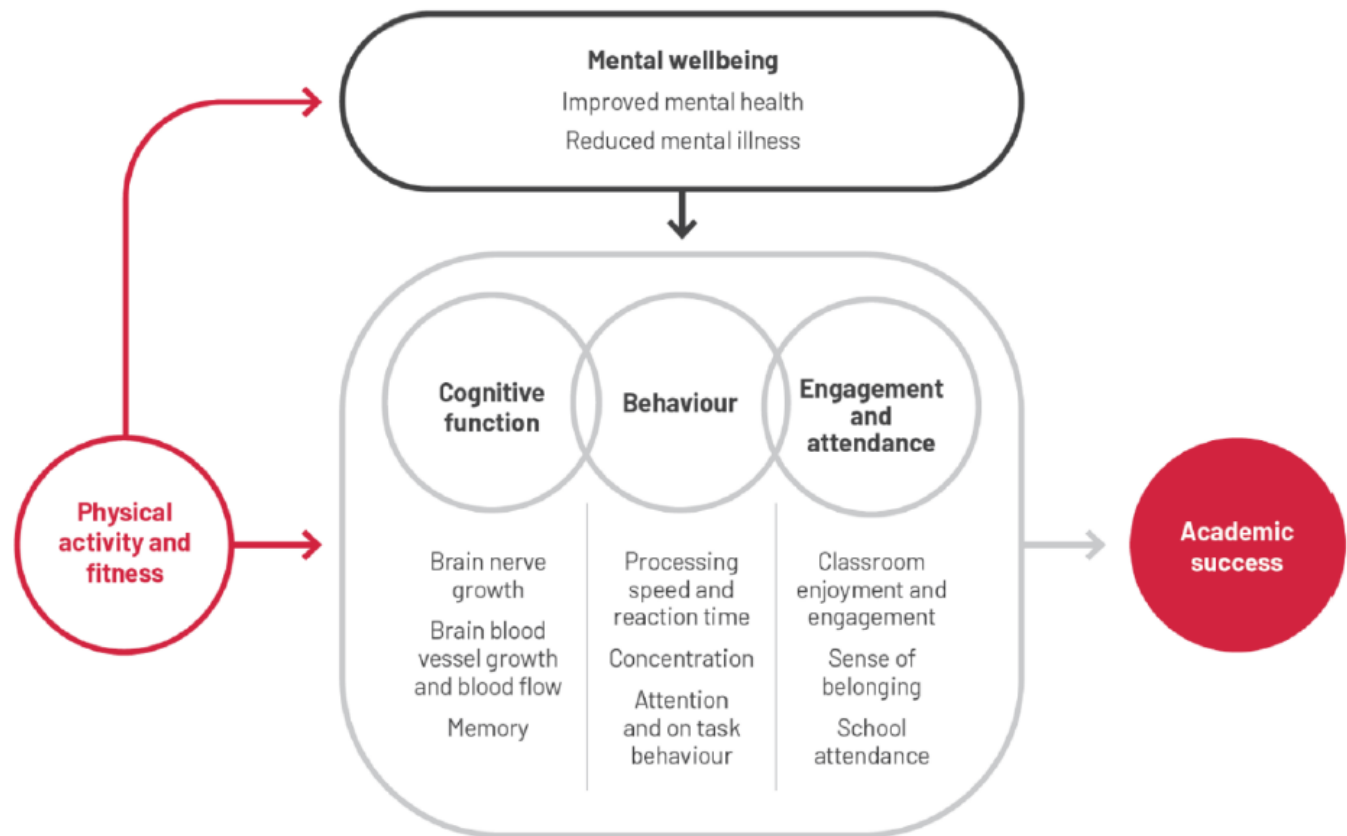


Active Bodies, Active Minds

How physical activity can improve
learning for tamariki and rangatahi



SPORT
NEW ZEALAND
IHU AOTEAROA



A report summarising clear evidence
on how physical activity can improve
learning for tamariki and rangatahi.



Academic success

Positive association between physical activity and academic outcomes across many subjects, including maths and literacy.

A variety of approaches are effective:

- sport
- physical education
- integrated learning
- unstructured play
- brain boosts
- Education Outside the Classroom.



4 months

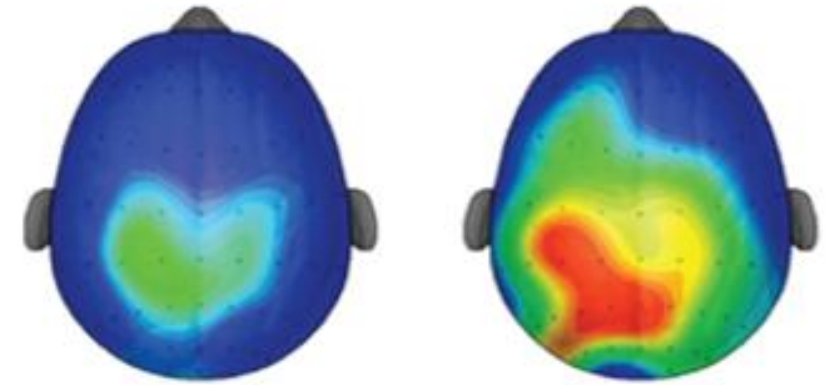
of additional learning gains
in spelling and maths can be
achieved when physical activity is
integrated into students' learning.

Cognition

Increased physical activity of tamariki and rangatahi is linked to:

- enhanced brain structure and function in areas of the brain important for learning
- improved cognitive function including memory, attention, processing speed and time on task.

Students' neural activity during a test



After sitting for
20 minutes

After walking
for 20 minutes

Engagement

Increased physical activity can improve engagement in school, including time on task, lesson enjoyment and motivation.

There is a positive relationship between participating in physical activity (particularly sport) and improved social and communication skills and teamwork.

Learning outside the classroom in natural settings increases concentration, engagement, self-discipline, and motivation for learning.

97.5%

of survey respondents (principals, teachers, and curriculum leaders) in a New Zealand study believed that Education Outside the Classroom improved student engagement.

5 hours

of increased on-task time per week can be achieved by integrating physical activity into classroom time.

Attendance

Students who are more physically active have better attendance rates and absenteeism than those who are less active.

56%

lower odds of absenteeism
were found in students
who continued sport
participation from childhood
to adolescence.

Mental health

Physical activity can:

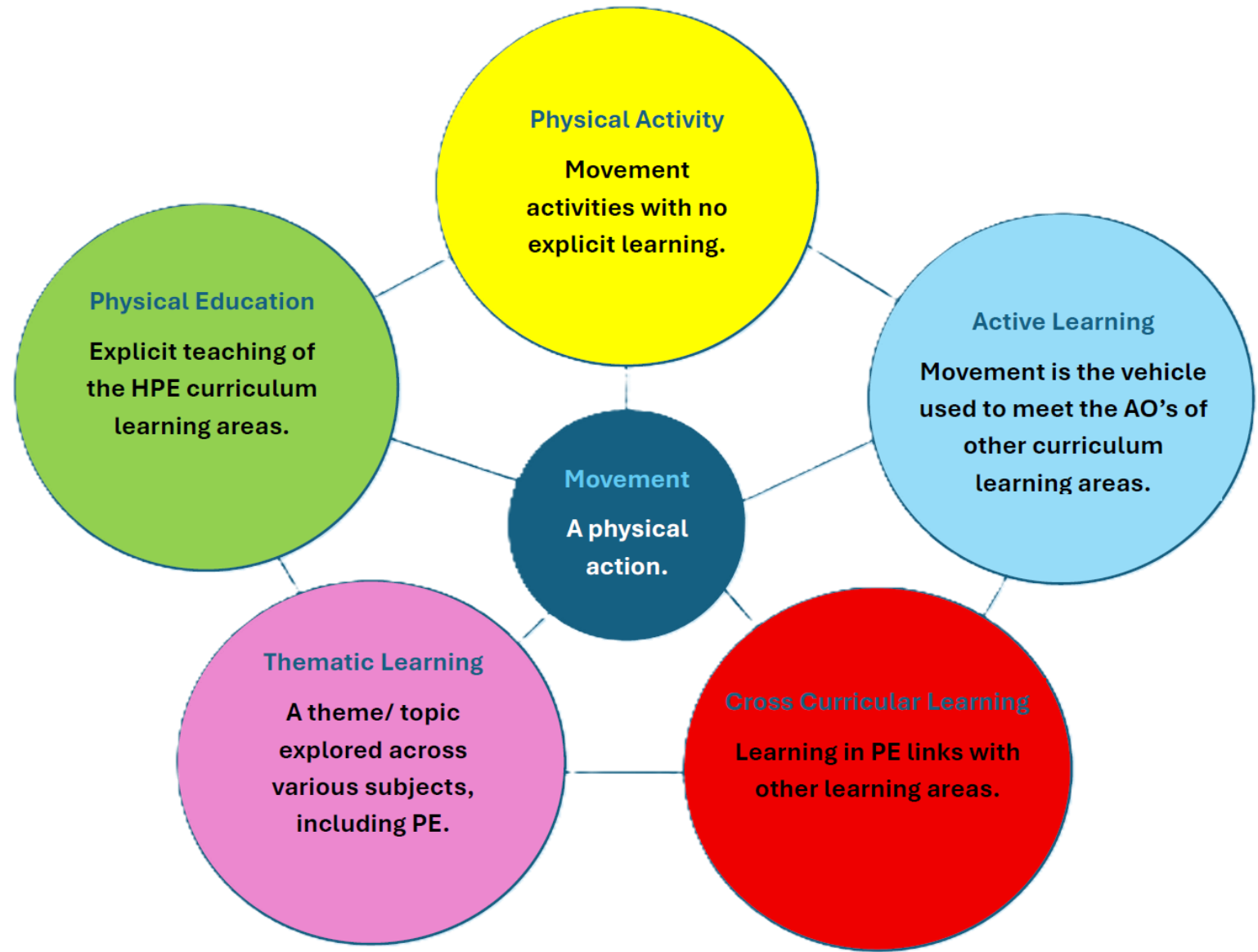
- improve psychological wellbeing such as resilience, satisfaction with life, happiness and self esteem
- reduce mental illness including depression, stress and anxiety.

Participation in sports, particularly team sports, has been linked to improved sense of belonging, self-esteem and confidence.

Activities in natural environments have a positive effect on young people's wellbeing and stress.



Movement Wheel



Brain Boosts



- Breathing
- How goods your balance?
- Mirror mirror
- Hand Draw

Where can you intentionally plan for brain boost activities during your teaching block?



Teacher Feedback

"The activities have provided teachers with practical, engaging ways to incorporate movement into the school day, resulting in noticeable improvements in student engagement, focus, and behaviour"

John Taylor, Rotokawa School, Rotorua.

These activities have had a "positive impact on my autistic and ADHD students. Traditional learning tasks involving letters and numbers can sometimes feel overwhelming for them, but these 5–10 minute brain boosts provide a welcome change."

Shane Stephens, Rotokawa School, Rotorua

Active Learning

Rob the nest



Catch this



Curriculum Resource



Statistics in Motion: Practical activities for applying Statistic concepts

This resource is designed to complement and enhance a school's **Mathematics and Statistics** learning program through movement-based activities. It is full of practical activities that will help tamariki use and explore the practice statements from the curriculum.

Based on the Science of Learning, movement-based learning enhances memory, recall, and long-term retention, while fostering social interaction, positive classroom environments, and an engaging learning experience.



Disclaimer: This is not a Physical Education (PE) resource. The activities are intended to complement mathematics and statistics learning, not to replace or fulfill PE curriculum requirements.

Phase 1	Year 0 - 3	Key math vocabulary commonly used in movement activities
Strand Statement	Tamariki will develop an understanding of how to collect, organise, and interpret data in context, and how statistical thinking supports informed decision making.	• collect • frequency • most, least • sort • variable

Movement Based Activities:

The activities in this resource are designed to complement and enrich your current learning program for Statistics. They also:

- Support the development of the **Capabilities**
- Develop **Fundamental Movement Skills**, providing tamariki with confidence and capability to engage in physical activity.
- Develop **Positive Relationships**; sharing, taking turns, inclusiveness, following directions, cooperating in a group, and showing respect.

Ways to Move:

In this resource the word '**move**' represents a variety of types of movement the teacher can call, such as walk, run, hop, jump, skip, side slip, crawl, gallop. **Movement** can be forward, backwards, sideways, high, low, fast, slow, in a straight line, zig zag or curve.



Developed with support by...



Kimiora Insley



Jeremy Smith



Nikki Willis
Jana



Darren Houston



Rosie Koloti



Angela Fitzgerald

Statistics – Developing knowledge from data

During the first 6 months	During the first year	During the second year	During the third year
	- Collecting categorical data for an investigative question with limited categories. - Recording data using tally charts.	- Collecting categorical data for an investigative question with limited categories. - Recording data using tally charts.	Collecting numerical data by asking an investigative question with a response that is a count or a discrete measurement.

Activity

Data Throw – Investigative Question: Which piece of equipment is the easiest to throw at a target? Tamariki are placed in pairs or small groups at each station. Each station contains a hoop and different pieces of equipment to throw e.g. bean bags, blocks. Tamariki throw a set number of times and record on a tally chart.

- Vary the distance of throwing area
- Add a dot in the centre of the hoop for double points
- Throw with the weaker arm e.g. left hand instead of right
- How many attempts does each person take to throw a bean bag into the hoop? E.g. one, two, three etc

Fun Play – Investigative Question: Where is the best place to play in the school? Tamariki spend a set amount of time playing in different areas of the school. Activities and equipment provided as needed. The data is collected about what areas they liked the best.

- Record which areas the tamariki have played in after each lunch break over a period of a week.
- Record how tamariki have travelled to school over a period of a week.

Categories – A class or large group stand in the middle of a space inside or outside of the classroom. Each tamariki has a hat, drink bottle, shoes, and any other equipment that fits into categories. Hoops or cones are spread around the group (number of categories). Tamariki move to the hoop or cone for the category that is called out e.g. caps/bucket hats, colours of hats, types of shoes, drink bottle colours or sizes, jackets/sweatshirts/jerseys/t-shirts/collared shirts, hair colour, ages etc

- Have a range of sports and play equipment in a central spot. Tamariki are tasked with choosing one piece of equipment and then getting into the relevant group e.g. bats, balls etc

Animal Movements – Investigative Question: Which animal movement do tamariki like the most? Set up 4 cone-marked stations. Hop like a rabbit, crawl like a turtle, slither like a snake and stomp like an elephant. Tamariki rotate and spend 30-60 seconds at each station and then pick their favourite station.

- Change the question and movements
- Incorporate questions: Why do you like the movement the most? Which is the hardest? What are some alternative movements for each animal?

Long Throw – Investigative Question: Which piece of equipment travels the longest distance? Tamariki individually throw a vortex, foam javelin, tennis ball and quoit. Record on a tally chart. Change equipment to suit.

- Kick different balls

Activity

From Movement to Cross Curricular



- Hoop Flip
- Hoop Archery
- Hoop Toss Data Challenge



Hoop Toss Data Challenge

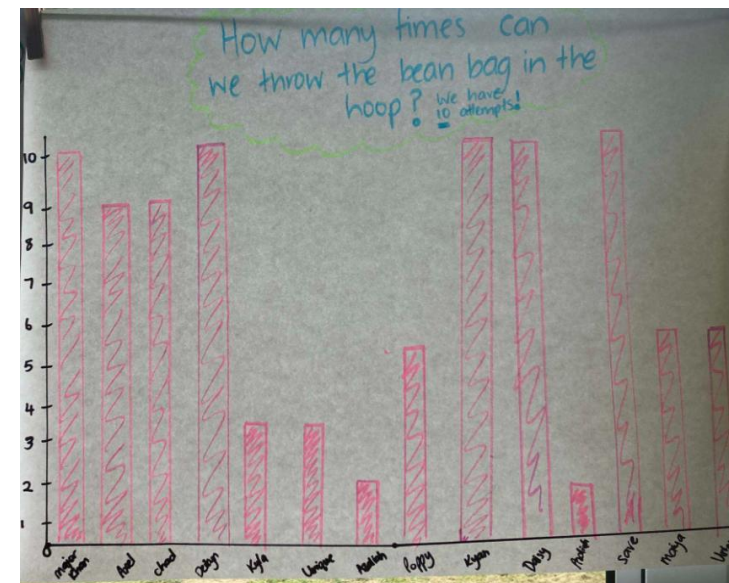
In 10 attempts, how many times can I throw the bean bag to land in the hoop?

Work in groups of three

1. Has 10 attempts at landing the bean bag in the hoop.
2. Counts the attempts, 1 - 10.
3. Records successful landings in a tally chart.



Teacher Feedback



"The children loved it and especially loved their roles. They worked together really well and enjoyed recording their successes on the tally chart. It was such an engaging lesson!"

Lauren Martin, Kawaha Point School, Rotorua.

Task: How quickly can you walk 10m? Find out.

Estimate how long it will take your group to relay walk 200m.

Perform as a group, time it and compare.

Nothing is Impossible

Question: Is it possible to break the 4 min mile?

New Zealand's middle-distance prodigy Sam Ruthe has become the youngest person in history to break the four minute-mile barrier. The 15-year-old from Tauranga became the 49th New Zealander to break the milestone target, on 20th March 2025, in a time of 3m 58.35s.



As a group, could you break the 4 minute mile mark?

Task – Plan and run a mile as a group in a relay format, over a distance of 10m-30m.

Things to think about when planning.

- What distance will each person run?
- Will everyone run the same distance?
- Will a runner run one length, or there and back?
- How will you keep count of the number of lengths run?
- How will you time it?

Attempts

After completing the run, work out a plan that will improve your time.

- It may be based on the distance that is run, and how long each person runs for.
- Attempt to break the 4 minute mile 3 times. Reflect after each attempt.

The Why

Students are increasingly recognising that movement supports concentration, emotional regulation, wellbeing, and academic success.

John Taylor, Rotokawa School, Rotorua.

Explicitly teach tamariki *why* and *how* movement supports learning.

Summary/ key points

The evidence is clear.

Physical activity significantly enhances engagement, attendance, and academic achievement for tamariki and rangatahi.

Movement can be embedded within classroom learning time.

Brain boosts, warm up activities, transitions, recall and application of knowledge.

Physical activity can be the learning and the vehicle for learning.

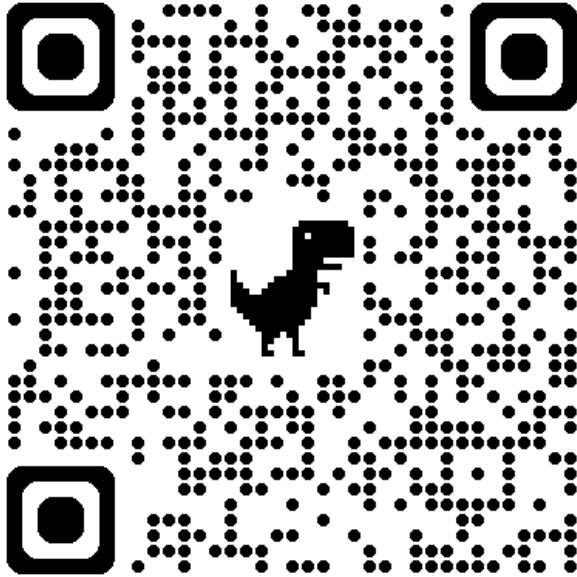
Provides opportunities to explore and reinforce curriculum content.

Reflection

What is one key takeaway from today?

What is one way that you will be adding movement into your classroom in term 3?

Resources



Nga mihi nui ki a koutou.

