



MOVE
YOUR
BRAIN

TRINITY
COLLEGE LONDON

— Movement in Class —

By Charlotte Giller



What is active learning ?

What does active learning look and feel like?

Are we missing something in our classes?

A close-up photograph of a brick wall. The bricks are in various shades of red, orange, and brown, with some showing signs of wear and discoloration. The mortar is a light grey color. The word "HELLO" is written in large, bold, white, sans-serif capital letters across the upper half of the image. The letters are slightly shadowed, giving them a 3D appearance as if they are floating or attached to the wall.

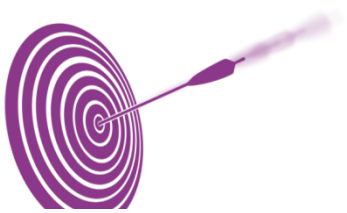
HELLO

WALL.

ACTIVITY 01

- Why did you decide to come to this session?
- Would you describe the classes you teach as sedentary or non-sedentary?
- How often do you incorporate movement or relaxation activities in a typical class?
- How do students respond? What are the limitations?





Learning Objective

Establishing rapport

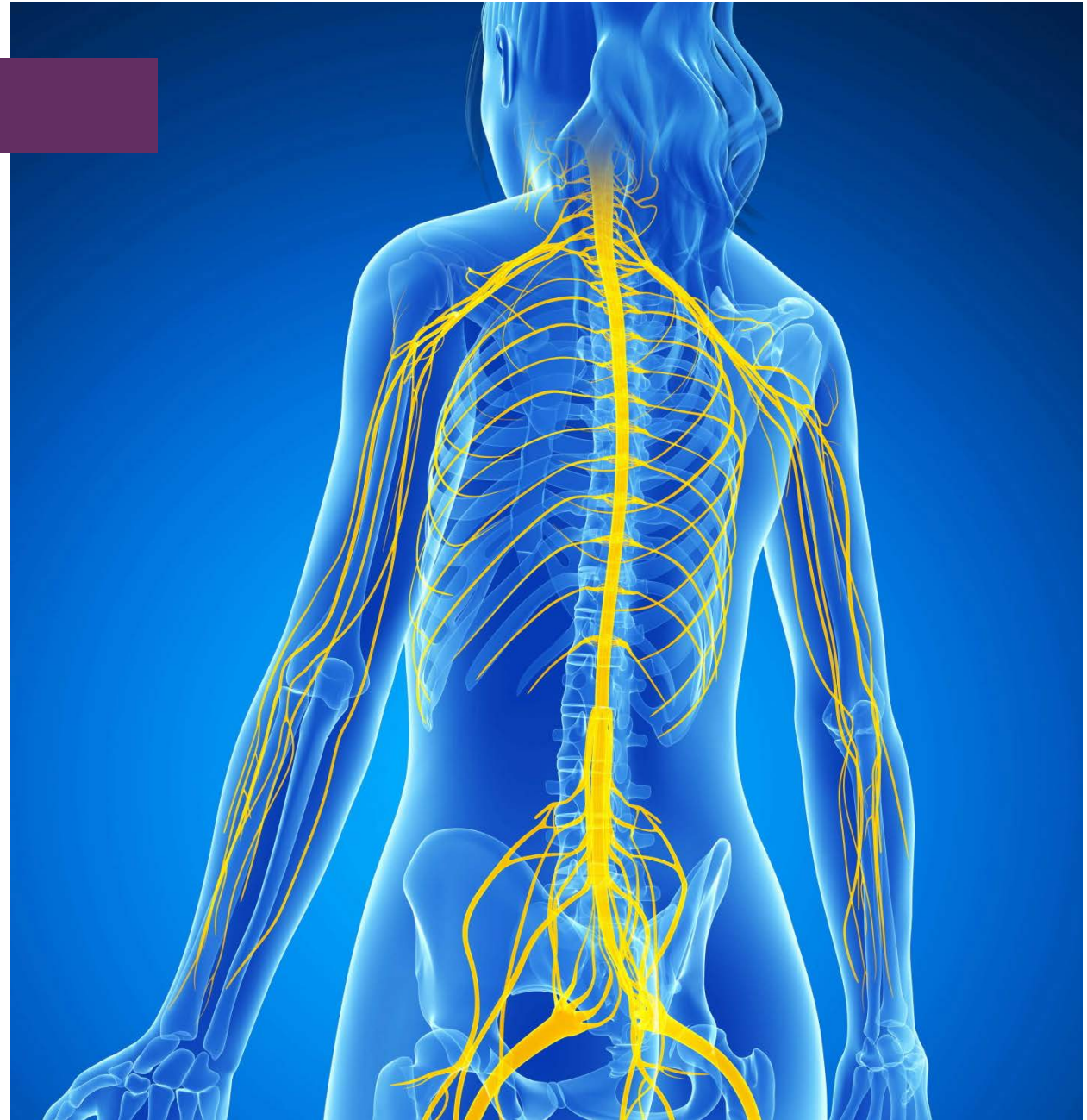
- Rapport is a physical process
- Posture & positive psychology
"Broaden and build"



FEEDBACK

Did standing/stretching/facing
your partner support the
learning purpose –
establishing rapport?

Where is your brain, really?



The brain's primary function



We have a brain for one reason and
one reason only - and that's to
produce adaptable and complex
movements.

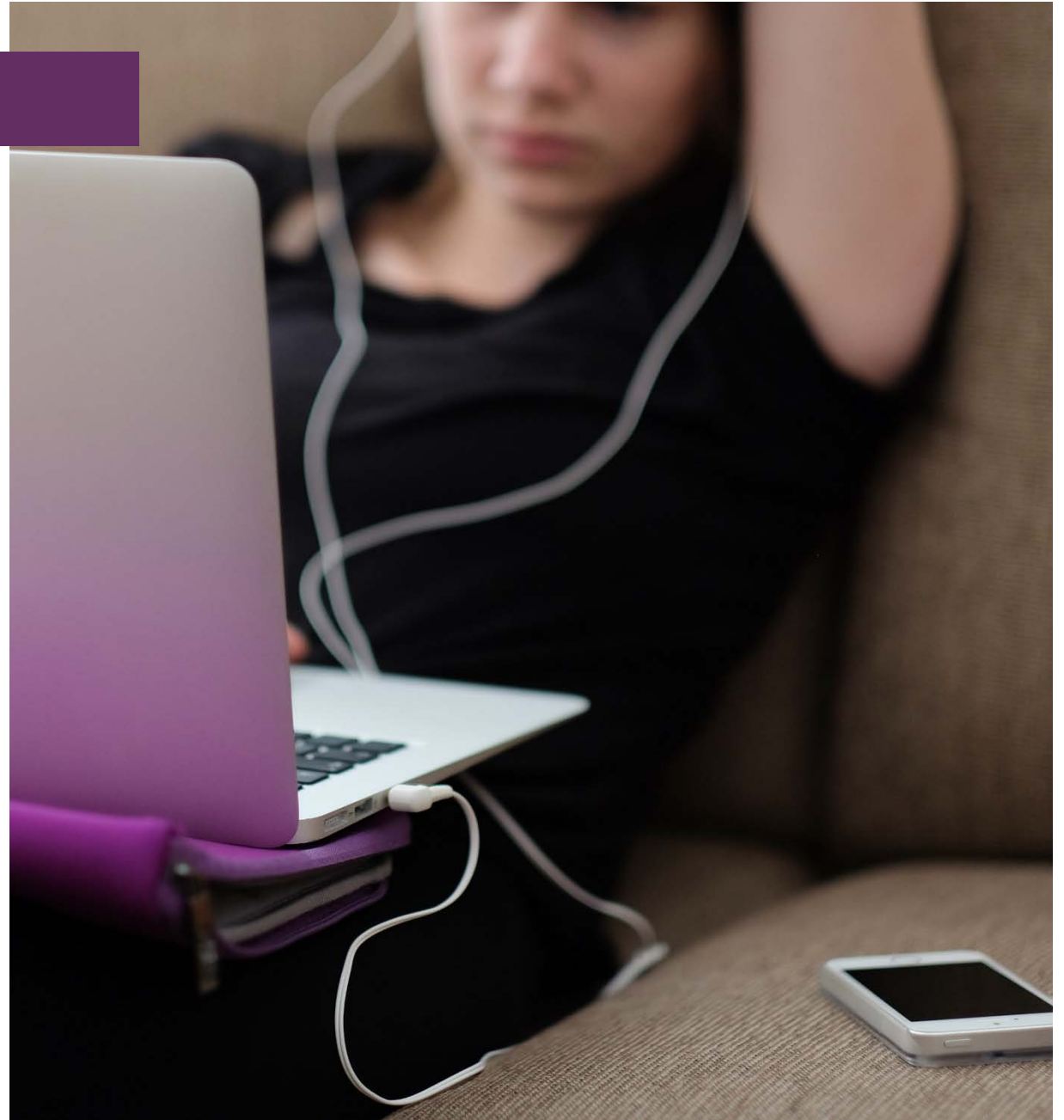
— *Daniel Wolpert* —

AZ QUOTES

Interceptive timing + Maths 2018 UK Study



Sitting, the new smoking





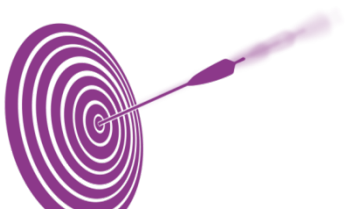


ACTIVITY 02

Grass Skirt



MOVE
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Learning Objective

- **Skim/fast reading**
- **Guessing meaning of a word from context**



FEEDBACK

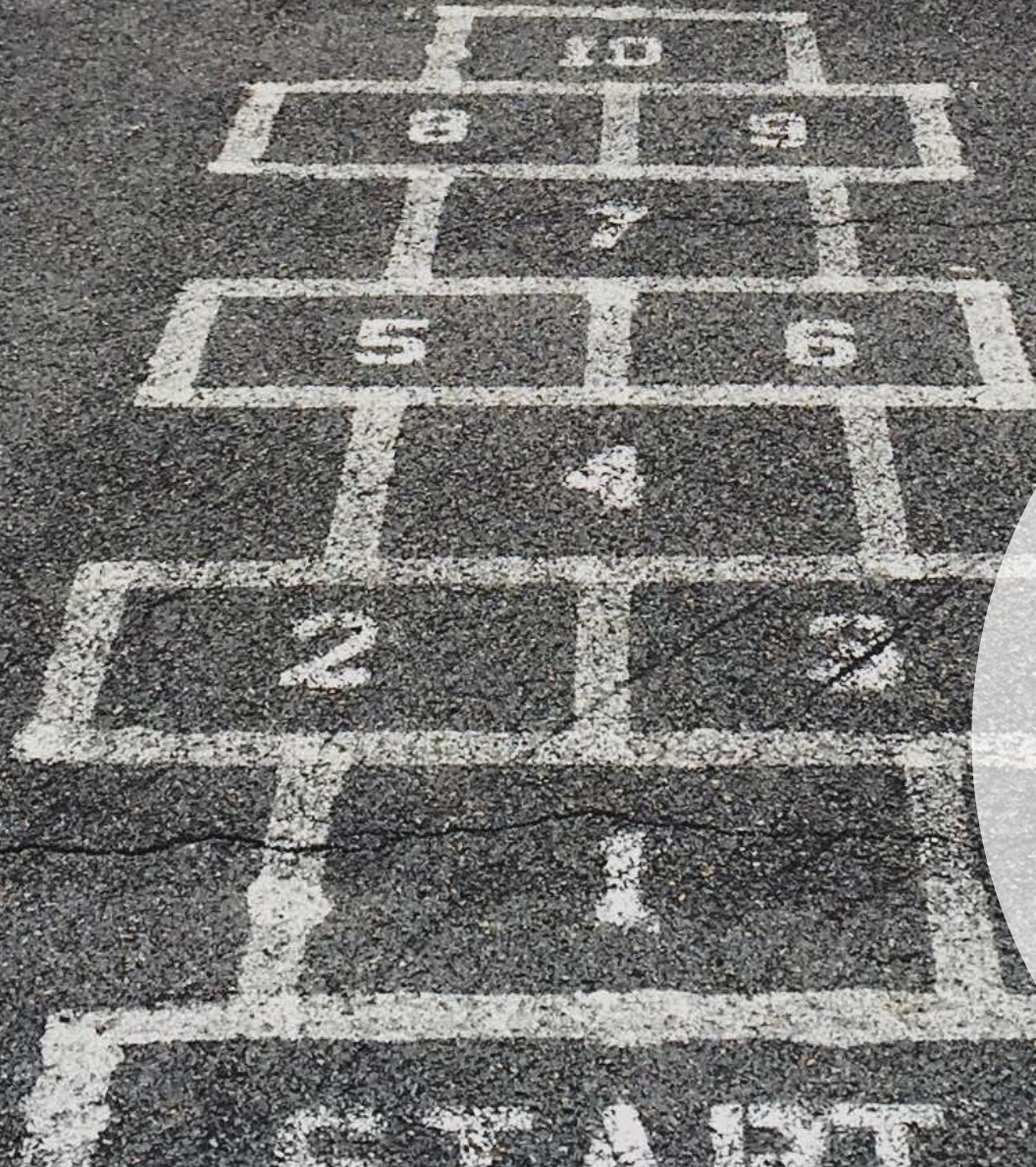
Did movement (speed/precision) support the learning purpose here?

- Skim/fast reading, guessing meaning of a word from context

Older Teens/young adults say



- *I like being active and I feel better*
- *Is more interactive*
- *It can be interesting and it can help me to remember*
- *The activity was more enjoyable and the blood arrives in your legs*
- *We can move and clear our mind and we don't boring*

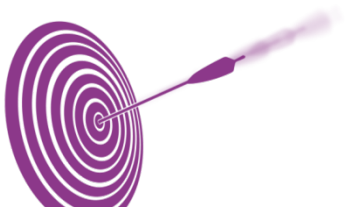


ACTIVITY 03

Hopscotch



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Learning Objective

Memorisation / Automatization

FEEDBACK

Did movement support the learning objective?

- Memorisation / Automatization

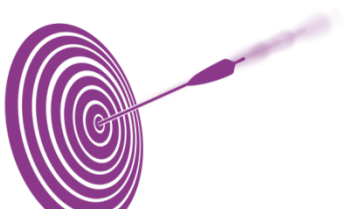




ACTIVITY 04
Hack the gap (fill)



MOVE
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Learning Objective

**Reviewing & memorising past
simple irregular verbs**

Hands "on"



FEEDBACK

Did movement support the learning objective?

- Reviewing & memorising past simple irregular verbs



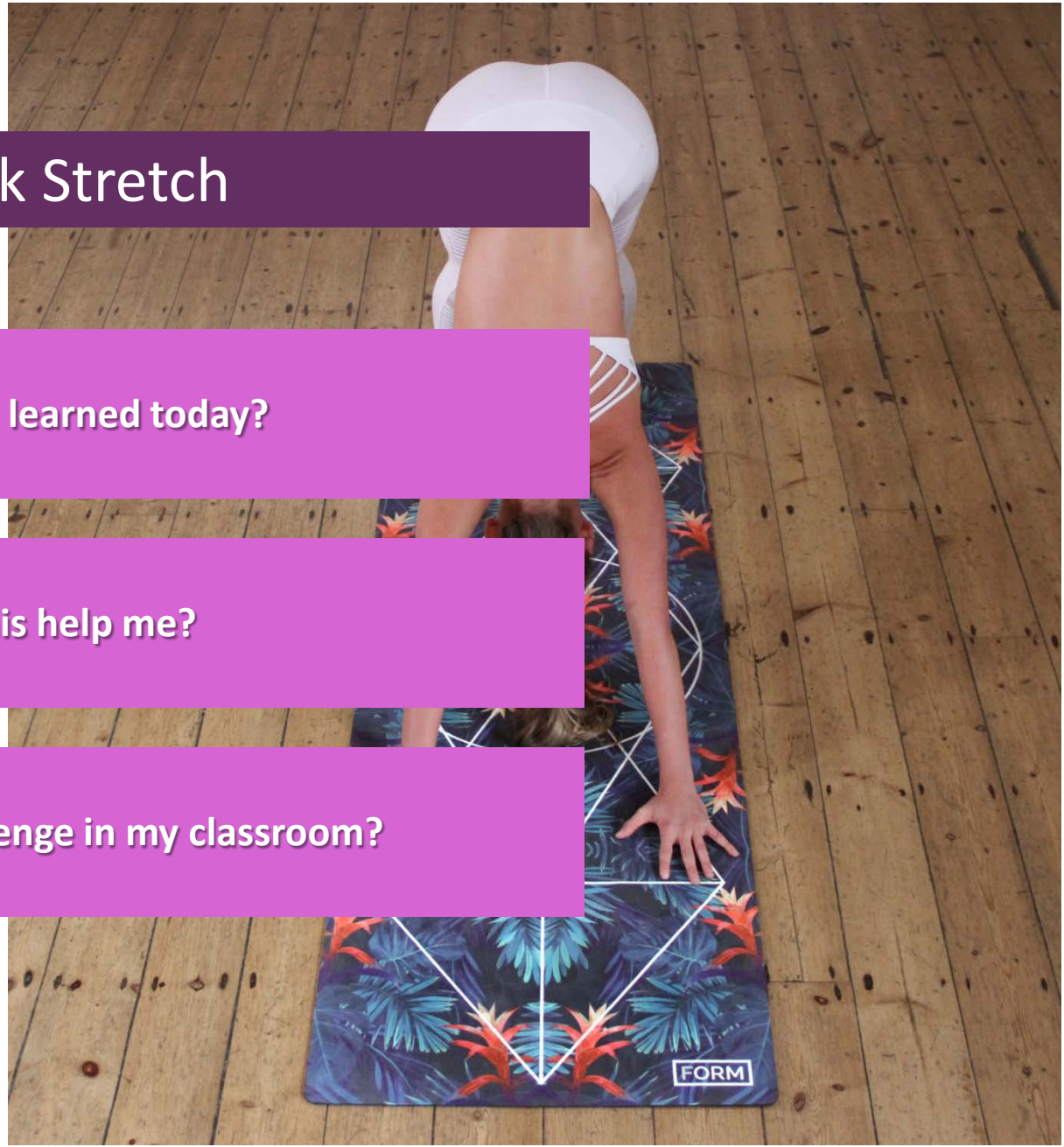


Feedback Stretch

What have you learned today?

How can this help me?

What could be a challenge in my classroom?



Your takeaway



Quick recap

- Our brains create a “motor map” for everything we do, no matter how abstract
- Keeping stakeholders as well as students happy: choosing a test with these factors in mind - Trinity ISE & GESE exams



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Courtesy of [Unsplash](https://unsplash.com)