



Active Insight: Evidence in Action

Tip #411



Active Break Strategy

Overview

Movement in Years 3–6 can support both engagement and learning when applied intentionally. Using movement as a strategy enhances understanding, while breaks support regulation and focus. Purposeful use strengthens learning outcomes, engagement, and wellbeing across structured classroom and physical activity contexts.

Key Teaching Ideas

Differentiate between movement used as a quick reset and movement used as a planned learning strategy. Intentionally embed movement into lessons so it supports learning goals, participation and understanding rather than acting only as a break. Encourage students to reflect on how movement helps their focus, learning and engagement, supporting meaningful participation and deeper connections with lesson content.

Practical Application

- Use brain breaks to reset focus and regulate student energy levels
- Integrate movement into lesson delivery to enhance understanding actively
- Reflect on impact of movement strategies to guide future planning
- Plan intentional movement use aligned with clear learning goals
- Use varied strategies supporting engagement and meaningful participation outcomes

Next Steps

Shift toward purposeful movement use. [Game Sense approaches](#) support intentional integration, improving engagement, understanding, and learning outcomes across lessons.

The Game Sense model is informed by Teaching Games for Understanding (Bunker & Thorpe, 1982), the Game Sense approach (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).

