



● Sarah Earle



Building on the last issue's sustainability theme, we begin with two articles that continue this discussion. In his research review, **Andy Markwick** places environmental consciousness as a foundation for the other pillars of sustainability. He proposes that such emphasis on the environment should be paramount, and that more needs to be done to support the active engagement of children by embedding Education for Sustainability and authentic contexts at the heart of the curriculum.

In the next article, **Jennifer Rudd, Geraldine Lublin, Joanna Kusnierek and Marina Saez Lecue** describe exactly that, *Recycling+*, a programme of work to address the real problem of fast fashion. The cross-discipline team capitalises on the opportunities afforded by the new curriculum for Wales to construct a week of cross-curricular learning.

The active role of children is considered through a different lens in the next article, where **Andrew Manches and Euan Mitchell** describe a large-scale international study on Embodied Learning. The way in which we interact with the world, with and through our bodies, is a growing area of interest for science educators (Kersting *et al*, 2021). Their *Move2Learn* project considers the role of gesture, movement and sensory experiences in supporting and expressing young children's science learning.

The following article from **Cherry Canovan, Joanne Pledger and Ruth Spencer** also utilises a full body approach, exploring the way that dance can be used with learners to explore the teaching of the *Earth and space* topic. *Into Our Skies: Space in Schools* again draws together a cross-discipline team, who bring together the science content and the active involvement through dance.

The final article from **Scott Walker and Christina Whittaker** raises questions around how we support the active involvement of children in science. Their longitudinal analysis of nominations for the local *School Physicists of the Year* finds that such a scheme, and associated local initiatives, appear to support increased engagement, but may not address unconscious bias in those doing the nominating.

The last article reminds us that not all interventions may lead to the desired effect, that all studies have limitations and there may be unintended consequences arising from initiatives. Similarly, the first article notes the increasing prevalence of eco-anxiety, as children become more aware of the environmental problems facing the world (Coffey *et al*, 2021). Although, such an emotion can also be a useful driver, motivating action (Kurth & Pihkala, 2022). Perhaps this is where the role of the practitioner is key, to provide a practical outlet or call to action, to feel empowered rather than powerless. It is the careful and sensitive implementation by expert practitioners that will make the difference as to whether such initiatives support the active involvement of children in their learning.

References

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