



Active Insight: Evidence in Action

Tip #1149



Building Student Ownership Through Recreation

Overview

Student ownership opportunities strengthen participation, confidence, wellbeing, and belonging through collaborative movement experiences encouraging meaningful engagement and leadership development. Inclusive recreation environments support communication, teamwork, and positive decision-making while strengthening responsibility and participation pathways. Students benefit from supportive ownership opportunities promoting motivation, active involvement, and lifelong physical activity participation across educational communities successfully together consistently.

Key Teaching Ideas

Collaborative ownership experiences strengthen engagement by encouraging communication, collaboration, and meaningful movement participation throughout recreational settings. Involve students through leadership opportunities supporting confidence, teamwork, and positive decision-making during activities. Create supportive recreation approaches, reflective participation strategies, and collaborative discussions helping students strengthen relationships, maintain engagement, and develop sustainable physical activity habits supporting lifelong recreation involvement successfully across communities consistently.

Practical Application

- Involve students through leadership opportunities.
- Create supportive recreation approaches.
- Facilitate reflective participation strategies.
- Monitor student ownership regularly.
- Assess participation engagement consistently.

Next Steps

Access Respectful Relationships resources supporting student leadership and inclusive participation opportunities.

Respectful Relationships approach is informed by the Resilience, Rights and Respectful Relationships teaching and learning materials (Department of Education and Training Victoria, 2018), social and emotional learning frameworks (CASEL, 2020), and contemporary research in gender equality, consent, and respectful relationship education.

