



Active Insight: Evidence in Action

Tip #1160



Creating Student Recreation Leadership Opportunities

Overview

Recreation leadership 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 participation pathways and accessibility. Students benefit from supportive leadership opportunities promoting motivation, active involvement, and lifelong physical activity participation across educational communities successfully together consistently.

Key Teaching Ideas

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

Practical Application

- Develop leadership opportunities regularly.
- Strengthen student recreation approaches.
- Promote supportive leadership strategies.
- Evaluate leadership engagement consistently.
- Discover student participation opportunities regularly.

Next Steps

Discover 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.

