



# Active Insight: Evidence in Action

## Tip #518



## Student Leader Program Start

### Overview

Establishing leadership programs in Years 3–6 supports students to investigate and apply strategies that enhance participation and wellbeing. Clear structures build confidence, promote ownership, and strengthen engagement. Simple systems ensure sustainability and meaningful student involvement in physical activity contexts. It encourages students to take responsibility, contribute positively, and develop leadership skills through participation and collaboration. Establishing consistent leadership opportunities strengthens confidence, organisation, and involvement across movement experiences.

### Key Teaching Ideas

Develop clear leadership programs that support student participation, responsibility, and active involvement in movement experiences. Use simple structures, defined roles, and practical routines to strengthen confidence and engagement. Encourage students to apply leadership strategies, contribute positively, and support peers across physical activity contexts. Provide opportunities for teamwork, reflection, and practising leadership skills through structured activities. Foster supportive environments that build wellbeing, responsibility, confidence, and participation.

### Practical Application

- Use application processes selecting leaders and building student ownership opportunities
- Run introductory training sessions developing confidence and leadership understanding
- Assign activity zones supporting organisation and leadership responsibility effectively
- Conduct regular check-ins supporting development and ongoing leadership improvement
- Recognise leaders reinforcing confidence and positive contribution to programs

### Next Steps

Use [Game Sense](#) approaches to support leadership. Authentic contexts build confidence, responsibility, and meaningful student engagement in physical activity.

*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).*

