



Active Insight: Evidence in Action



Tip #1123: Coordinating Lunchtime Volunteer Opportunities

Overview

Coordinating lunchtime volunteer opportunities extends learning through movement into the school community by supporting movement competence, promoting physical literacy through structured play and supervision. Volunteers can add capacity for supervised active spaces where students practise fundamental movement skills and experience learning through movement in low-stakes contexts. Effective coordination focuses on clear roles, simple training and alignment with the HPE learning area so activities reinforce curriculum intent and student outcomes. Volunteer programs reflect best practice for safety, supervision and consistent teaching and learning.

Key Teaching Ideas

Teachers can provide short role descriptions tied to curriculum goals such as stations such as throw-catch, jump-land and run-change direction, and simple progress indicators so they support development of movement competence and transfer to class programs. Quick practical induction and easy-to-follow activity templates reduce risk and increase consistency. Pairing volunteers with staff or trained student leaders builds confidence. Keep tasks focused on learning through movement with scaffolded activities that emphasise practice, feedback and inclusive participation. Further considerations include organising volunteer rosters, making sure all required safety and background checks are completed, and following school health and safety procedures so volunteers can support students safely and in line with school policies.

Practical Application

- **Laminated Role Cards:** Create laminated role cards for Active Games Leader, Equipment Steward and Safety Monitor, each with a five-point checklist and location map. Give one to each volunteer at sign-in so they can run a consistent 15 to 20 minute activity independently.
- **Fifteen-Minute Volunteer Induction:** Run a short briefing before the first shift covering child safety, sun safety, staying hydrated, checking equipment and emergency procedures. Give volunteers a simple one-page guide to read and sign so everyone understands what is expected.



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- **Skill Station Templates:** Set up five movement stations that build skills such as throwing and aiming, catching, balance, hopping and agility. Use simple cue cards and rotate groups every six to eight minutes so volunteers can supervise and provide quick feedback.
- **Volunteer-Student Leader Pairing:** Assign each volunteer to a trained older student leader who models activity delivery and behaviour management. This provides continuity, builds leadership skills and reduces supervisory load for staff.
- **Participation and Outcome Log:** Use a simple paper or digital sign-in and tick-box sheet where volunteers note attendance and one observable improvement such as improved balance or more attempts at catch. This links lunchtime work to classroom assessment of movement competence.

Next Steps

For resources on coordinating lunchtime volunteers and community-supported HPE programs, visit the [Active Education Australia website](https://activeeducationaustralia.edu.au). [Anywhere PD](#) includes tools for briefing and supporting school volunteers effectively.

References and Research

1. Australian Sports Commission. (2019). *Australian Physical Literacy Framework* - How structured movement experiences develop physical, psychological, social and cognitive capabilities while building confidence, competence and lifelong participation.
2. Sport Integrity Australia. *Safeguarding Sport Resources* - How child safeguarding, appropriate supervision and safe participation practices support inclusive and well-managed physical activity environments.
3. Australian Institute for Teaching and School Leadership. (2017). *Australian Professional Standards for Teachers* - How planning, creating safe and supportive learning environments, and engaging professionally with colleagues and the community strengthen quality teaching and student learning.
4. Australian Curriculum, Assessment and Reporting Authority. (2022). *Australian Curriculum: Health and Physical Education (Version 9.0)* - How learning through movement, movement competence and personal and social capability are developed through structured, inclusive physical activity experiences.