



Active Insight: Evidence in Action



Tip #1129: Developing Shared Community Recreation Opportunities

Overview

Developing shared community recreation opportunities extends learning beyond the school by connecting curriculum with local facilities, clubs and community spaces. These partnerships build movement competence, promote inclusive participation and lifelong physical activity. Well-planned shared-use arrangements create authentic contexts for learning through movement, enabling students to apply skills and decision-making in community settings and increasing community capacity to provide safe, supervised activity. These approaches align with contemporary HPE goals to prepare young people for active, socially connected lives.

Key Teaching Ideas

Teaching prioritises transferable movement skills and purposeful, community-facing tasks that foreground movement competence and personal and social capability so students can operate confidently in varied local contexts. Engaging with community partners such as local councils, clubs and neighbourhood groups can help to co-design activities that reflect real-world constraints and opportunities, motivating sustained engagement. Curriculum-aligned assessment of capability can be situated in community settings such as safe use of shared courts or leading activities at a local club to demonstrate applied learning through movement-based learning. Practical negotiated agreements and simple protocols protect access and safety while modelling civic partnership for students.

Practical Application

- **Community Asset Walk:** Walk students around a nearby reserve or school-adjacent facility and co-create a visible map of equipment, surfaces and community groups. Use this to plan age-appropriate activities that develop movement skills in real settings, then invite a council officer or club representative to review the map with the class.
- **Shared Equipment Roster:** Create a simple classroom-to-community lending system for cones, portable hoops and first-aid kits. Students can manage bookings and maintenance as part of personal and social capability learning, then trial lending to a neighbourhood playgroup.



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- **Mini-Carnival Co-Design:** Partner with a local junior club to co-design an inclusive skills circuit where students run stations that teach and assess movement competence. Timetable the event for a lunchtime or after-school slot and use club volunteers to support supervision. Assign student roles in the planning meeting.
- **Shared-Use Agreement:** Draft a one-page, teacher-friendly memorandum with clear time slots, supervision expectations and equipment responsibilities for a local court or oval. Present the draft to your principal and a council recreation officer or club secretary at a short meeting.
- **Community Skills Demonstration:** Organise a 30 to 45 minute community-focused clinic where students demonstrate and teach age-appropriate fundamental movement skill progressions to younger children or community members, using reflective prompts about safety and inclusion.

Next Steps

For guidance on shared community recreation agreements and school-community partnerships, visit the [Active Education Australia website](#). [Anywhere PD](#) covers community-facing HPE tasks and negotiated facility access strategies.

References and Research

1. Australian Sports Commission. (2019). *Australian Physical Literacy Framework*: How community-based movement experiences develop physical, psychological, social and cognitive capabilities that support confidence, competence and lifelong participation.
2. Australian Curriculum, Assessment and Reporting Authority. (2022). *Australian Curriculum: Health and Physical Education (Version 9.0)*: How authentic movement experiences and community engagement develop movement competence, personal and social capability, and lifelong participation in physical activity.