



# Active Insight: Evidence in Action



## Tip #1184: Creating Leadership Role Modelling Opportunities

### Overview

When older or more experienced students model positive movement behaviours, fair play, and sustained effort, they provide younger students with a tangible example of what active participation looks like in practice. Role modelling through leadership is particularly powerful because it happens in real contexts rather than through instruction, and the influence of a peer or near-peer is often stronger than that of an adult. Schools that build structured role modelling into their HPE programs create a visible standard for how students engage with physical activity and each other.

### Key Teaching Ideas

Role modelling programs are most productive when the student leaders understand what they are modelling and why it matters. Teachers can prepare leaders with a brief conversation about the specific behaviours they want to demonstrate, such as encouraging a peer who is struggling, following rules without being prompted, or showing genuine effort regardless of the score. Pairing role modelling with a structured observation task for the watching students, such as identifying one behaviour they want to adopt, extends the impact of the experience and gives it a clear learning purpose.

### Practical Application

- **Senior PE Assistants:** Invite senior HPE students to assist in junior practical lessons, demonstrating advanced skills, explaining tactical concepts, and providing feedback to younger learners.
- **Fair Play Captains:** Appoint students as fair play captains for inter-house carnivals, responsible for recognising and acknowledging positive behaviour and effort from participants across both teams.
- **Active Travel Role Models:** Organise older students to accompany younger students on a designated walking or riding route to school, modelling safe active travel behaviours in a real community context.



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- **Playground Leadership Pairs:** Pair senior students with junior classes during recess once a fortnight to model inclusive play and help facilitate games that welcome students of all skill levels.
- **Sportspersonship Spotters:** Ask student leaders to observe a game or event and identify three examples of strong sportspersonship to share with the group at the end of the session.

## Next Steps

Teachers developing role modelling programs can access practical resources on the [Active Education Australia website](#). [Anywhere PD](#) also offers resources on peer leadership and sportspersonship in school settings.

## References and Research

1. Australian Curriculum: Health and Physical Education (v9) – Supports the development of personal and social capability through peer leadership and role modelling in movement contexts.