



Active Insight: Evidence in Action



Tip #1193: Structuring Student Leadership Lunchtime Opportunities

Overview

Lunchtime and recess are significant portions of the school day that offer a natural context for student-led physical activity. When teachers train and support students to organise and facilitate active play during these times, the benefits extend well beyond the students in leadership roles. Participation rates increase, social connections form across year levels, and the school develops a visible culture of active engagement that reinforces what happens in formal HPE lessons. Student-led lunchtime programs also give teachers practical insight into what activities students genuinely choose when given the opportunity.

Key Teaching Ideas

Lunchtime leadership programs are most sustainable when they are built into the school's regular structures rather than relying on individual teacher enthusiasm. Teachers can establish a clear training pathway for play leaders, a designated space and equipment kit, and a simple reporting system that keeps the program visible to school leadership. Giving student leaders a diverse activity box with options for different interests and abilities ensures that the program can cater to the full range of students who show up. Regular skill-share sessions, where experienced leaders teach new games to incoming leaders, build the program's capacity over time.

Practical Application

- **Play Leader Badge System:** Implement a structured pathway for Year 5 and 6 students to earn a play leader badge through a half-day training session covering game facilitation, conflict resolution, and safety protocols for playground activities.
- **Curriculum-Linked Leadership Roles:** Connect play leader responsibilities to specific personal and social capability indicators in the curriculum, with students completing regular reflection tasks that link their lunchtime role to their learning.
- **Lunchtime Activity Box:** Equip student leaders with a kit containing equipment and instruction cards for a range of fundamental movement skill games, catering to different interests and ability levels.



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- **Peer Inclusion Advocates:** Ask student leaders to actively seek out and invite quieter or less confident students into games, with a specific brief to adapt activities so that everyone can participate.
- **Weekly Skill-Share Sessions:** Organise a short weekly session where experienced play leaders teach a new game or movement activity to incoming leaders, building the program's repertoire over the course of the year.

Next Steps

To develop lunchtime leadership programs, start with the [Active Education Australia website](https://activeeducationaustralia.edu.au) for program ideas and professional learning.