



UNIT OVERVIEW

JOURNEY SMART - Stepping towards active, safe and independent travel

Why teach this unit?

As students enter the upper primary school years, their independence grows, as does their potential for travelling actively to and from school. Whether they're walking, riding bikes or scooters, or catching public transport with friends or family, they need practical skills, knowledge and confidence to do it safely.



LEARNING AREAS

- Health and Physical Education
- English
- Geography
- Humanities - Civics and Citizenship
- Science
- Mathematics
- Technologies - Digital Technologies



CROSS-CURRICULUM PRIORITIES

- Sustainability
- Aboriginal and Torres Strait Islander Histories and Cultures



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking



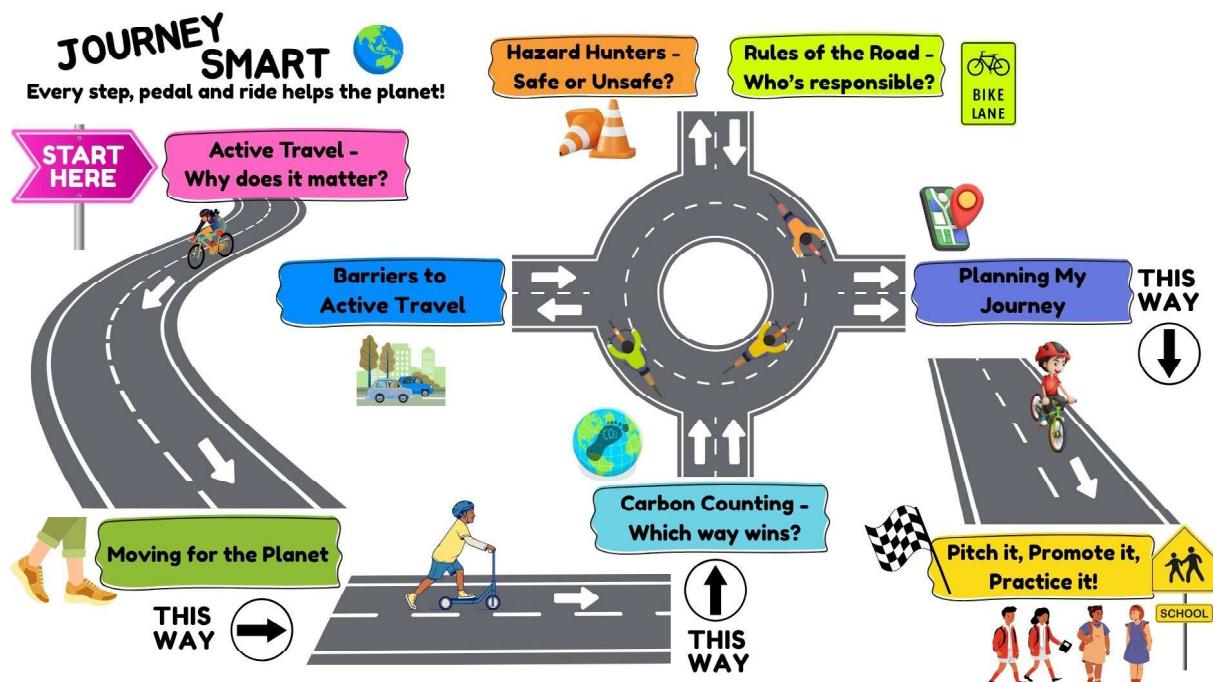
ACKNOWLEDGEMENT

This unit of work was developed by Sportlinc, with funding and support from the Department of Education, Department of Transport and Planning and the Transport Accident Commission (TAC).

We gratefully acknowledge the contributions of the following organisations and individuals: Victorian Curriculum and Assessment Authority (VCAA), Outdoors Victoria, Caulfield Grammar, AusCycling, Heart Foundation, Our Lady of the Nativity, Armstrong Creek School, Manorvale Primary School, Lauriston Girls' School, Doug Sandford and Jo Munn.

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Journey Smart empowers students to become active, safe and responsible travellers by exploring how transport choices affect their health, communities and the environment.

It also helps students:

- Understand the benefits and barriers of active travel.
- Plan safe and sustainable journeys to and from school.
- Develop strategies to overcome common challenges such as busy roads.
- Learn how the environment, community infrastructure, and personal decisions influence active travel.
- Build confidence in themselves as independent, responsible, and informed travellers.

To support flexibility, the first two lessons are designed to be taught in sequence to build essential foundations, while the remaining lessons can be delivered in any order. The final advocacy lesson is best placed towards the end once students have developed a strong knowledge base.

In a time of rising physical inactivity, traffic congestion, and climate change concerns, giving students the tools and confidence to choose active travel is more important than ever. Through practical sessions, digital engagement, peer learning, and creative challenges, students will become ambassadors for safe, confident, and enjoyable travel. Differentiation strategies are built into the Unit to cater for varied learning styles and abilities.



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PROGRAM STRUCTURE

- Lesson 1: Active Travel - Why does it matter?
- Lesson 2: Moving for the Planet
- Lesson 3: Counting Carbon: Which way wins?
- Lesson 4: Barriers to Active Travel

- Lesson 5: Hazard Hunters – Safe or Unsafe?
- Lesson 6: Rules of the Road – Who's responsible?
- Lesson 7: Planning My Journey
- Lesson 8: Pitch it, Promote it, Practice it!



What do year 5/6 students need to know to be active, empowered, independent and safe travellers?

What is Active Travel?

- Walking, riding, scooting and catching Public Transport is active travel.
- Part way is ok – combining car or public transport travel with walking or scooting part of the way is still active travel.

Benefits of active travel - health, community and environmental

- How walking, riding, and scooting supports physical, social and emotional health.
- Understanding the community and environmental benefits of active travel, including catching Public Transport, and its link to sustainability (less pollution, cleaner air, less traffic congestion).
- Awareness and understanding of what climate change is and how our choices impact our carbon footprint.

Modes of transport - Carbon Footprint, Sustainability and Climate Change

- How different modes of transport emit different amounts of CO₂ into the atmosphere.
- How carpooling and catching public transport specifically lower emissions.
- Calculating individual carbon footprints and understanding this changes depending on distance travelled by different modes of transport.

Personal safety skills

- Be aware of surroundings (listening, looking, noticing hazards).
- Understanding hazards and identifying safe places/people to seek help.
- Travel in pairs or groups when possible.
- Know emergency contacts and how to call for help.

Responsibilities of pedestrians, bike riders and car drivers

- Pedestrian rules (e.g., using crossings, obeying signals).
- Bike rider rules (e.g., shared pathways, helmets, hand signals, being visible).
- Car driver road rules (speed limits, local road signs, crossings).
- Road signs and traffic signals – safe responses and who's protected.

Active Travel choices - barriers and enablers

- Reasons why people actively travel.
- Reasons why people don't actively travel.
- Solutions that encourage and support active travel choices.

Journey Planning

- Choosing safe routes: well-lit, footpaths, crossings.
- Knowing alternative routes if roads/paths are blocked.
- Estimating travel time and managing time independently.
- Public transport options and safety considerations.

Hazard Identification and Management

- Spotting unsafe surfaces (e.g., gravel, potholes).
- Watching for cars reversing out of driveways.
- Managing distractions like mobile phones or headphones.

Promotion and Advocacy

- Ways to encourage others to travel actively.
- Who to promote active travel to.
- Presentation planning and ideas.