



LESSON PLAN

Lesson 2: Moving for the Planet

LESSON SUMMARY

This lesson deepens students' understanding of how active travel contributes to environmental health by reducing greenhouse gas emissions and supporting sustainability. It builds on their prior awareness by exploring the links between everyday travel choices and their impact on climate change, while also acknowledging the deep connection that Indigenous peoples have with Country and the importance of respecting and learning from First Nations knowledge about caring for the land.

Students engage with key environmental concepts and diverse perspectives to broaden their appreciation of inclusive and accessible transport systems. The lesson fosters reflection and personal commitment to sustainable travel habits, empowering students to contribute to healthier communities and long-term climate solutions through informed, responsible choices that honour both people and the environment.

SEQUENCE TITLE: JOURNEY SMART - Stepping towards active, safe and independent travel



LEVEL

Years 5-6



LESSON NUMBER

2 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Science
- Geography



CROSS-CURRICULUM PRIORITIES

- Sustainability
- Aboriginal and Torres Strait Islander Histories and Cultures

LESSON PLAN

Lesson 2: Moving for the Planet

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6M07 Explore strategies to increase physical activity and reduce passive behaviour levels in their lives.

VC2HP6P09 Investigate different sources, quality and types of health information and how these apply to their own and others' health choices.

VC2HP6P10 Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.

Science

VC2S6H02 Scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions.

Geography

VC2HG6K04 The importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices.



CROSS-CURRICULUM PRIORITIES

Sustainability

VC2CCPSIS2 Sustainable patterns of living require the responsible use of resources; circular economies; maintenance of clean air, water and soils; and the restoration of healthy environments and habitats with ecological integrity.

VC2CCPSFT1 Sustainable futures thinking leads to action that reduces risk.

Aboriginal and Torres Strait Islander Histories and Cultures

VC2CCPACP1 Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.



PRIOR KNOWLEDGE

- An understanding of what Active Travel is.
- Some understanding of environment pollution (e.g. air, water, litter) and the environment in which they live.

VOCABULARY

Pollution – things that are harmful to the environment or human health.

Sustainability – looking after the planet now so it's still healthy in the future.

Greenhouse gas emissions – the production of gases that trap heat in the earth's atmosphere.

Climate change – long-term shifts in temperatures and weather patterns attributed directly or indirectly to human activity.

Greenhouse gases – gases that trap heat in the earth's atmosphere.

Carbon footprint – the amount of carbon dioxide emitted by activities like driving.

LESSON PLAN

Lesson 2: Moving for the Planet



MATERIALS REQUIRED

- Whiteboard and markers.
- [How My Travel Choices Impact the Earth Worksheet](#).
- [Exploring My Environment Images](#).
- [Sustainable Travel Snap Game Rules and Cards sheet](#).
- Videos: [ABC Australia - Connection to country makes Zac feel free as a bird](#)
[Connection to Country - Galambila](#)
[ReconciliationAus - Who We Are: Country/Place](#)
[ABC BTN Understanding Climate Change 2021](#)

LEARNING OBJECTIVE

Students will understand how active travel benefits the environment, reduces pollution, and supports sustainability by exploring the connection between travel, climate change and personal responsibility.

SUCCESS CRITERIA

- I can explain what sustainability and climate change are in my own words.
- I can name at least two ways active travel helps the environment.
- I can use my understanding of how travel choices affect the Earth to participate in the card game.

TEACHING CONSIDERATIONS

- Use inclusive, student-friendly language.
- Be aware of students who may not have a safe way to actively travel to school and celebrate all small steps and alternatives (e.g. walking part-way, carpooling).
- Visual and tactile learners benefit from the card game and visual prompts.
- Some students will benefit from predictable structure, simplified card rules, and clear transitions.

Extend

- Challenge students to design their own version of the card game with local travel examples.
- Begin a class travel log to track how many students use active travel during the week.
- Research and create posters on sustainable travel tips for different weather.

Enable

- Pair students with buddies for the game and worksheet.
- Provide sentence frames and visuals to assist with writing tasks.
- Offer one-on-one check-ins or small-group support for students who need extra clarification.

ASSESSMENT

- Notebooks / journal records.
- Responses to prompts during the video and debrief.
- [Travel Snap Card Game](#) involvement, connections and discussions.
- Worksheet - [How My Travel Choices Impact the Earth](#).
- Individual pledges.

LESSON PLAN

Lesson 2: Moving for the Planet



LEARNING CONTINUUM

Focus: Understanding sustainability, climate change, and the environmental impacts of travel choices

Learning Continuum	Phase 1	Phase 2	Phase 3
Students' understanding of how active travel impacts the environment and supports sustainability.	Students can identify a few basic environmental terms and recognise that active travel helps the Earth, with limited understanding of cause and effect. They require guidance to make personal connections.	Students can describe some key environmental concepts such as pollution and sustainability and make simple links between active travel and environmental impact. They can express a personal response with support.	Students show an informed understanding of how travel behaviour influences the environment and sustainability. They use appropriate vocabulary, apply cause-and-effect thinking, and communicate responsible actions they can take.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Environmental impact understanding	1. Explain how travel choices affect the environment	1.0 No relevant explanation or unsure	1.1 Gives a simple example with prompting (e.g. cars = smoke)	1.2 Describes one or two impacts using environmental vocabulary	1.3 Explains how travel affects the environment with cause-and-effect reasoning and specific vocabulary
Climate change awareness	2. Describe what climate change and its connection to human behaviour	2.0 Unable to describe or confused with other ideas	2.1 Gives a simple definition with support	2.2 Describes how climate change links to pollution or human actions	2.3 Clearly explains climate change, its causes, and connection to transport behaviours
Sustainability thinking	3. Describe what sustainability is and why it matters	3.0 Doesn't show understanding of sustainability	3.1 Gives a basic idea like "helping the Earth"	3.2 Explains why sustainability is important now and in the future.	3.3 Applies sustainability thinking to travel behaviour and community wellbeing
Connection to First Nations knowledge	4. Reflect on Aboriginal and Torres Strait Islander perspectives on Country	4.0 No mention or unclear response	4.1 Identifies that First Nations peoples care for the land	4.2 Describes the importance of deep connection to Country and respect for natural spaces	4.3 Explains how Indigenous knowledge can guide sustainability and care for land today
Personal responsibility	5. Make a personal pledge to reduce environmental impact	5.0 No pledge or off-topic response	5.1 Makes a general pledge (e.g. walk more)	5.2 Makes a realistic pledge with a simple explanation	5.3 Makes a meaningful, specific pledge and links it to sustainability goals or environmental impact

LESSON PLAN

Lesson 2: Moving for the Planet

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Guide students through the following **See – Think – Me - We sequence**.

1. See:

Display two contrasting images (provided) side-by-side:

- A crowded, smoggy traffic jam.
- A clean, open footpath and park with people walking or riding bikes.

Look closely at the two pictures.

Ask:

- What do you see?
- How might First Nations people have moved through and cared for this land before it was changed?

Individually record any and all observations in their notebook or journal.

2. Think:

Ask - What thoughts do you have about the pictures? What's going on in either picture?

Encourage students to consider whether each environment is accessible to all members of the community. For example: Are there ramps, wide paths, or accessible transport options?

Provide students time to think and then share their thoughts with the class.

Ensure all students display active and supportive listening.

3. Me:

Students complete this step in pairs or small groups.

Ask:

- What connections can you make between yourself and the pictures?
- What emotions or memories do they bring up for you?

Encourage students to consider how people with mobility and sensory impairments, or different cultural backgrounds might experience these spaces.

Teachers share their own personal responses first. For example:

- "I have often found myself stuck in busy traffic. I try to avoid it when I can. From where I live, I can see the city and some days I can see smog over it."
- "My family like to go for bike rides together and picnic in the park. My friend uses a wheelchair and often finds it hard to get to places because not all footpaths are accessible. That's why inclusive, shared spaces matter."
- "I was walking in a park recently and saw a sign acknowledging the Traditional Custodians. It reminded me to think about how the land has been used and respected long before us."

4. We:

Considering the people who live there, their communities and the environment, **ask**:

- How might what's going on in these pictures be connected to the wider world, outside of your local community?
- How might different communities, including Aboriginal and Torres Strait Islander communities, be affected when natural spaces are polluted or lost?

LESSON PLAN

Lesson 2: Moving for the Planet

Show one or more of the following videos to assist discussion and answering of this question as well as grow student understanding of First Nations People and their deep connection to Country:

- [ABC Australia - Connection to country makes Zac feel free as a bird](#)
- [Connection to Country - Galambila](#)
- [ReconciliationAus - Who We Are: Country/Place](#)

Additional prompt discussion (if time permits): How can we learn from First Nations knowledge systems that emphasise balance, sustainability, and respect for Country?

DIFFERENTIATION STRATEGIES

Enable

- **Sentence Starters:** Provide other sentence starters or prompt cards (e.g. "I notice...", "I wonder why...", "This reminds me of...") to scaffold thinking and expression.
- **Learning Environment:** Allow students to work in pairs or small teacher-led groups to discuss their ideas before sharing with the class. This builds confidence and encourages participation.

Extend

- **Comparisons:** Ask students to write a short paragraph comparing the two images and explain how they relate to local issues in their own neighbourhood.
- **Think Global:** Provide an extra image (e.g. rural setting or public transport scene) and ask them to include it in their "We" analysis – broadening their scope of thinking to global vs. local impacts.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

What is Climate Change & Sustainability?

Introduce initial key vocabulary:

- **Pollution** - dirty or harmful things that go into the air, water, or land.
- **Greenhouse emissions** - gases from cars and factories that make the Earth heat up.
- **Greenhouse gases** - gases that are released into the air when we burn things like petrol or coal.
- **Carbon footprint** - the amount of carbon dioxide emitted by activities like driving.

Prompt students to think about how different transport choices might affect the environment differently.

Explain: Some vehicles, like cars, buses, trains and planes use petrol and diesel in their engines. Burning fossil fuels releases greenhouse gas emissions into the air. Too many greenhouse gas emissions in the air are making the planet hotter and means things like storms and floods are getting worse.

Discuss that some people may not have the same travel choices as others. For example, people who use wheelchairs or have vision impairments might rely more on accessible public transport or paths. This means it's important that all our transport systems are inclusive, safe, and good for the planet.

Ask: Have you ever wondered where the smoke or gas from cars actually goes?

Allow students to share their ideas.

Introduce the concept of **climate change** - when the Earth gets warmer and weather changes because of pollution.

Explain what **sustainability** is – looking after the planet now so it's still healthy in the future.

Show the video: [ABC BTN Understanding Climate Change 2021](#)

Pause the video as required and **highlight** key points, particularly how our transport choices (cars vs walking/biking) affect our climate.

LESSON PLAN

Lesson 2: Moving for the Planet

Allow students to share any observations and ask any questions after watching the video.

Model a cause-and-effect chart on the board. For example:

I walk to school → Less petrol is burned to power the car → Fewer emissions in the air → Cleaner air → Healthier Me and Earth.

Write 2-3 other cause-and-effect examples on the board that students create together.

DIFFERENTIATION STRATEGIES

Enable

- **Visual Aids:** Use simple definitions and visual aids (e.g., icons for "pollution", "carbon") to help clarify vocabulary. Offer a mini-glossary or picture dictionary.
- **Guiding Questions:** Pause the video frequently and ask guiding questions, or provide a fill-in-the-blank worksheet with key points from the video to help scaffold understanding.

Extend

- **Expand Thinking:** Challenge students to expand the cause-and-effect chart into a concept map showing **how transport impacts health, community, and environment**.
- **Extra Summary:** Provide an article or infographic (e.g., "Why Cities are Reducing Car Use") and ask them to summarise or connect it to the lesson concept.

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Play Sustainable Travel Snap! Card Game.

Explain students play in pairs or groups of 3.

There are 2 types of cards - Travel Actions (e.g. "Riding to school", "Driving with 1 person", "Carpooling", "Taking the bus") and Environmental Impacts (e.g. "Low pollution", "High emissions", "No fuel used").

Objective: Match Travel Actions to Environmental Impacts (e.g. Snap = "Walking" + "Zero emissions").

Points scored according to sustainable travel choices.

Explain the rules outlined on the Sustainable Travel Snap Game Rules and Cards sheet.

After playing, debrief with a class discussion: Which actions were best for the planet? Did anything surprise you?

DIFFERENTIATION STRATEGIES

Enable

- **Change Game Style:** Play as a 'Memory' card game in teams. Allow 'Environmental Impact' cards to lie face up, 'Travel Action' cards face down. Therefore, students only need to remember the location of the 'Travel Action' cards. Allow students to see all cards face up and work in teams to create matches.
- **Assign Roles:** Assign roles (e.g., reader, matcher, scorer) in groups to ensure all students are actively involved. Offer a printed cheat sheet showing which pairs match.

Extend

- **Own Product Design:** After the game, ask students to design their own new sustainable travel cards, with justifications for impact rating.
- **Leadership Opportunity:** Allow students to facilitate another group's game round, explaining reasoning behind matches and scoring – promoting leadership and deeper understanding.

LESSON PLAN

Lesson 2: Moving for the Planet

4

LESSON PHASE: Independent Application



TIMING: 10 mins

My Sustainable Travel Pledge.

Students complete the worksheet - How My Travel Choices Impact the Earth.

Emphasise the travel pledge task. "This week, I will try to..." (e.g., walk to school twice, ride my scooter to soccer practice).

Circulate around the room, checking for understanding and sharing suggestions as required.

Discuss as a class how small actions make a big difference when everyone gets involved. Our choices help create a safer, fairer community for all people, no matter their ability.

DIFFERENTIATION STRATEGIES

Enable

- **Visual Aids:** Provide a visual pledge template with sentence starters and illustrated prompts (e.g., tick boxes or drawings to indicate their chosen actions). Offer visual examples of pledges and illustrations for inspiration.
- **Presentation Options:** Allow students to draw their pledge actions or orally record their response if writing is a barrier.

Extend

- **Poster Production:** Ask students to turn their pledge into a persuasive mini-poster or infographic encouraging others to join in.
- **Tracking:** Encourage students to track their travel choices for a week and present their carbon-saving results using simple graphs or charts.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Circle time

Ask a few students to share their pledges and reflect on what they learned.

Prompt question: *What's one small thing we can all do that makes a big difference?*

DIFFERENTIATION STRATEGIES

Enable

- **Sentence Starters:** Provide students with a reflection sentence stem sheet (e.g., "One thing I learned today is...", "One way I can help is...").
- **Learning Environment:** Allow students to reflect using a drawing, emoji chart, or talk to a partner before sharing aloud.

Extend

- **Blog Posts:** Invite students to write a short blog post or record a video reflection to share on the class platform about the importance of sustainable travel.
- **Deeper Thinking:** Ask students to think about a global issue (e.g., air quality in a big city) and connect their personal pledge to a wider environmental movement or initiative.