



LESSON PLAN

Lesson 1: Active Travel – Why does it matter?

LESSON SUMMARY

Students are introduced to the concept of active travel and investigate its wide-ranging benefits, including improvements to personal health, reduced environmental impact, and stronger community connections. Using a variety of learning activities such as class discussions, individual reflection, video analysis, and group brainstorming, they begin to apply these ideas to their own lives and local context.

The lesson also explores supported and inclusive travel, encouraging students to think critically about accessibility and how infrastructure can enable safe, independent movement for people of all abilities. By examining the broader effects of transport choices, students gain a deeper understanding of how active travel contributes to more sustainable, equitable, and connected communities.

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



LEVEL

Years 5-6



LESSON NUMBER

1 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Geography



CAPABILITIES

- Critical and Creative Thinking
- Personal and Social Capability



CROSS-CURRICULUM PRIORITIES

- Sustainability

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P01 Explain how identities can be influenced by people and places, and how we can create positive self-identities.

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.

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

Geography

VC2HG6K01 How places and environments are changed and managed by people.

VC2HG6S02 Locate, collect and organise information and data from primary and secondary sources, including from fieldwork.



CAPABILITIES

Critical and Creative Thinking

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

Personal and Social Capability

VC2CP6S04 What it means to be confident, adaptable and persistent; what can and cannot be influenced through personal action.



CROSS-CURRICULUM PRIORITIES

Sustainability

VC2CCPSFT1 Sustainable futures thinking leads to action that reduces risk.

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PRIOR KNOWLEDGE

- Have some understanding of what active travel is, including walking, riding and scooting to school.
- Have some awareness of how choices affect their health and the environment.

VOCABULARY

Active travel – travelling using human-powered methods (e.g., walking, biking, scooting) or in combination with public transport.

Passive travel – travel involving private motorised transport with little physical effort.

Community – all the people and places around where we live or go to school.

Environment – everything around us, including the air, water, land, animals, plants, and people.

Sustainability – making choices that help the planet and ensure it stays healthy for future generations.

Benefit – a good thing that happens because of something you do.

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MATERIALS REQUIRED

- Whiteboard or large poster paper.
- Markers or sticky notes.
- Student journals or notebooks.
- [Why Active Travel is Awesome](#) poster.
- [Benefits of Active Travel](#) Worksheet.
- [Active School Travel - Healthy Active by Design](#) handout.
- [Different Ways to Travel Images](#) handout.
- Video: [Get Moooving to School - Shepparton](#)

LEARNING OBJECTIVE

Students will understand what active travel means and the different types of active travel options available to them. They will explore and explain the many benefits of active travel including personal health, environmental, and community benefits.

SUCCESS CRITERIA

- I can explain what active travel is.
- I can identify at least three benefits of active travel.
- I can explain how active travel helps my health and my community.
- I can explain how active travel helps the environment.

TEACHING CONSIDERATIONS

- Pair students purposefully for peer support.
- Encourage respect for different travel experiences and cater for equity of access to active travel equipment (e.g. bikes, scooters etc...).

Extend

- Students research another way people travel actively in different countries.

Enable

- Use visuals, sentence starters and allow students to draw responses instead of writing. Use a peer buddy for individual tasks.

ASSESSMENT

- Think-pair-share contributions.
- Group brainstorm participation.
- Completed [Benefits of Active Travel](#) worksheet.
- Verbal or written responses in journal, including reflection.

Additional links to support teacher knowledge and student learning:

- [Active School Travel - Heart Foundation - Healthy Active by Design](#) - website
- [Casey Safe Around Schools - Active Travel](#) - video
- [Vic Health - Why Walk to School](#) - website
- [Vic Health - Active Travel benefits whole community](#) - website
- [Park IT - Outdoors Victoria](#) - website

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LEARNING CONTINUUM

Focus: Benefits of Active Travel and Inclusive Transport

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate the concept of active travel and its personal, social, and environmental benefits. They begin to connect these ideas to their own experiences and make suggestions for inclusive and sustainable travel choices.	Student identifies what active travel is and gives one example with support. Basic awareness of one benefit is shown. Suggestions for action are simple and unconnected to wider ideas.	Student describes active travel and names multiple benefits across personal, community, and/or environmental domains. Connects actions to positive outcomes. Some inclusive ideas may be evident.	Student explains active travel benefits with clear, relevant examples and justifies actions that promote accessibility, sustainability and community wellbeing. Demonstrates understanding of shared responsibility and connected impacts.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of health benefits	1. Identify how active travel benefits their own health.	1.0 No response or shows no understanding.	1.1 Names one basic benefit with teacher prompting.	1.2 Describes one or two health benefits using familiar examples.	1.3 Explains and links health benefits to broader lifestyle or wellbeing outcomes.
Understanding of community benefits	2. Describe how active travel benefits their community.	2.0 No response or irrelevant response.	2.1 Gives a basic idea about helping others or traffic.	2.2 Describes multiple benefits and gives example.	2.3 Connects benefits to bigger ideas like safety, inclusion or liveability.
Understanding of environmental impact	3. Describe how active travel benefits the environment.	3.0 No response or unrelated answer.	3.1 States that active travel helps the environment without explanation.	3.2 Explains benefits with specific examples or comparisons.	3.3 Explains and links to sustainability issues like climate change or urban planning.
Critical thinking and connection-making	4. Make connections between all 3 benefits.	4.0 No connection made.	4.1 Separates benefits without linking.	4.2 Explains how some benefits overlap across categories.	4.3 Justifies how and why active travel creates multi-layered impacts.
Personal and social capability	5. Suggest actions to support active travel for all.	5.0 No suggestion or unclear response.	5.1 Gives a general idea with prompting.	5.2 Describes a realistic and inclusive action they could take.	5.3 Proposes an inclusive action and explains how it supports others in the community.

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Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Discuss the term "Active Travel" and what it means – *Travelling to and/or from school and other venues in the community by walking, bike riding or scooting at least part of the way.*

Display images on the Different Ways to Travel handout (e.g., Ride, scooter, bus, walk) to stimulate conversation.

Ask - How do you usually get to school?

Record responses on the board.

Use a Tally system to help identify the most common mode of transport the class use to get to and/or from school.

Write the following categories on the board:

1. Active Travel
2. Passive Travel
3. Both - Active and Passive

Explain the differences between *active* and *passive* and offer simple explanations of *active* and *passive* transport.

- *Active* means using your body to move.
- *Passive* means your body is resting or sitting.

Pair-share which category each mode of transport listed on the board belongs to.

Label each mode of transport on the board.

Ask students to provide reasoning for their choice.

Add a fourth category on the board: 'Supported Travel'.

Explain that this includes people who may need help, aids, or adapted transport to get around actively. For example, using a wheelchair or mobility scooter is still a form of active participation.

Ask: *What are some ways people with disabilities might actively travel? and What kinds of support or changes in our community help everyone travel safely?*

Explain that public transport is included in Active Travel because it frequently involves walking or bike riding to and from stops or stations.

Emphasise that Part Way is Okay – i.e. walking, riding or scooting part of the way to school or elsewhere in the community is a healthier choice for you and the environment, than riding in a car from door to door.

Reinforce that some people may only be able to travel part way because of accessibility needs and that's okay too. It's about doing what we can in a way that works for us.

DIFFERENTIATION STRATEGIES

Enable

- **Visual support:** Provide students with a physical copy of the transport images and allow them to place them under categories on a classroom board or wall.
- **Mini Glossary:** Provide a mini-glossary with pictures and a word bank to support vocabulary.

Extend

- **Justification challenge:** Ask students to identify "grey area" examples (e.g., e-scooter, carpooling) and argue which category they best fit into and why.
- **Data organisers:** Have students create a simple bar graph or pie chart from the tally data to introduce early data literacy.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Ask students to **Pair-Share** and consider –

1. How do we and our families benefit from us walking, riding, scooting or catching public transport to school?
2. How does our community benefit from more people actively travelling?
3. How is our environment positively impacted by us choosing to walk, ride, scoot or catch public transport whenever possible?

Students write their ideas on a note pad or in their journals.

Circulate amongst pairs as they discuss their ideas and check for understanding and reasoning.

Invite students to share their responses.

Write 3-4 responses for each question on the board under these headings:

1. Benefits Me and my Family
2. Benefits the Community
3. Benefits the Environment

Display and **discuss** the Why Active Travel is Awesome! poster.

Share the following summary – Active travel provides numerous benefits for the entire community, including improved personal health, reduced traffic congestion and environmental gains such as fresher air for people and animals to breathe. It also provides opportunities for social connection and contributes to more vibrant and liveable communities.

Active travel also includes everyone in the community when our paths, footpaths, crossings, and public transport are designed to be inclusive. That means making sure people with disabilities can get around safely and independently too.

Ask: What would make our school or streets easier for everyone to travel around? What features make travel accessible and inclusive? Where have you seen these in your community?

Examples include:

- When ramps are added for wheelchairs and prams.
- Wide footpaths
- Braille signs and tactile paving
- Audible traffic lights
- When the gap between the train and the station platform is minimal.

DIFFERENTIATION STRATEGIES

Enable

- **Guided Think-Pair-Share:** Provide scaffolded versions of the Think-Pair-Share prompts (e.g. "Walking is good for the environment because..."; "Riding a bike to school is good for me because..." "Catching the school bus is better for my school community than driving because... etc.).
- **Visual anchor:** Display a "Benefits Tree" poster with branches for Me, Community, and Environment. Students place sticky notes on the relevant branches.

Extend

- **Deeper analysis:** Ask students to rank the benefits in order of most to least important and justify their rankings.
- **Personal connection:** Encourage students to connect benefits with their own family routines and suggest ways their household could increase active travel.

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3 LESSON PHASE: Guided Practice



TIMING: 15 mins

Show the short video – [Get Moooving to School - Shepparton](#)

Briefly discuss the video and identify the numerous benefits mentioned.

Check if any benefits mentioned in the video match the benefits written on the board.

Include any additional benefits students think of through a quick brainstorm. For Example:

- "I get fitter riding my scooter" = Benefits my Health and Wellbeing
- "There is less traffic around school" = Benefits the Community
- "Less pollution in the air" = Benefits the Environment

Explain that some things that benefit us personally can also benefit our community and environment at the same time. They may belong in two categories.

Share the [Active School Travel - Healthy Active by Design](#) handout and read it with the class.

Discuss the findings mentioned and anything students find surprising or may not have been aware of.

DIFFERENTIATION STRATEGIES

Enable

- **Graphic organiser:** Use a 3-column table with visual cues (e.g., heart = me/family, houses = community, tree = environment) to sort benefits from the video.
- **Think-aloud modelling:** Teacher models identifying one benefit from the video and categorising it, then does a second one with the class before independent work.

Extend

- **Create a Venn diagram:** Ask students to categorise the benefits into overlapping areas (e.g., both Me and Environment).
- **Video critique:** Challenge students to evaluate whether the video communicated all the key benefits effectively and suggest improvements or additions.

4 LESSON PHASE: Independent Application



TIMING: 15 mins

Explain the link between active travel choices and sustainability:

Transport accounts for 25% of all emissions in Victoria. We know that Victoria's climate is changing - more hot days and more intense rainfall - so it's more important than ever that we look to lowering emissions by actively travelling when we can and it's safe to do so.

We can help nature by making small changes. Choosing active travel is a way to care for the earth now and for the future.

Students complete the [Benefits of Active Travel](#) worksheet.

DIFFERENTIATION STRATEGIES

Enable

- **Allow** students to annotate or highlight points on the handout/poster, or present their understanding verbally.
- **Word bank:** Provide a vocabulary bank (e.g., "emissions," "pollution," "exercise," "climate") with visuals or simple definitions for reference.

Extend

- **Persuasive paragraph:** Ask students to write a short persuasive piece or a mini-speech titled - *Why I Choose Active Travel*.
- **Solution design:** Invite students to brainstorm and sketch a school improvement idea (e.g. secure bike racks, a Walk-to-School Day) to encourage active travel.

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LESSON PHASE: Review / Reflection



TIMING: 5 mins

Ask each student to share their response to the following question with a peer and then the whole class:
What is one thing we could all do to help the planet and make active travel easier and more inclusive for everyone?

Encourage students to add inclusive actions to their response, such as:

- *I can help the planet by talking to my family about helping everyone travel more easily.*

Recommend students share the [Why Active Travel is Awesome!](#) poster with their parents.

Consider sharing poster with wider school community via the school newsletter or class parent portal.

DIFFERENTIATION STRATEGIES

Enable

- **Sentence prompt:** Offer "I can help the planet by..." sentence starters displayed on the board for oral or written sharing.
- **Turn and Talk:** Pair less confident students with a peer buddy to rehearse what they'll share before speaking to the class.

Extend

- **Community action proposal:** Ask students to write or voice-record a short message encouraging others to travel actively, aimed at their school community or local council.
- **Home challenge:** Challenge students to track their active travel for a week and reflect on how it made them feel and how it affected their family routines.





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Lesson 2: Moving for the Planet

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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

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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

VC2CCPACPI 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.

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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

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Lesson 2: Moving for the Planet

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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."*
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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?*

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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.

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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.

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Lesson 2: Moving for the Planet

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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.



LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

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LESSON SUMMARY

In this lesson, students explore how different types of transport affect the environment by examining the amount of carbon dioxide (CO₂) they produce. They learn that every time we travel in some vehicles, we leave behind a carbon footprint – a way of measuring the pollution we create. Using data collected by the class and engaging hands-on activities, students calculate their own carbon footprint based on how they move around their community. They consider which travel choices are the most sustainable and better for the planet.

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



LEVEL

Years 5-6



LESSON NUMBER

3 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Science
- Mathematics
- Humanities – Geography

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

.....

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

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

Science

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

VC2S6I04 Data and information can be organised and processed to show patterns, trends and relationships by constructing representations including tables, graphs and visual or physical models.

Mathematics

VC2M5N06 Solve problems involving multiplication of larger numbers by one- or two-digit numbers, choosing efficient mental and written calculation strategies and using digital tools where appropriate; check the reasonableness of answers.

Geography

VC2HG6K01 How places and environments are changed and managed by people.

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.

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PRIOR KNOWLEDGE

- Students should already understand the meaning of active travel and have collected data on how they and their classmates get to and/or from school or other locations within their community.

VOCABULARY

Carbon Footprint – a measure of the greenhouse gas emissions released into the atmosphere by a particular person or thing.

Emissions – gases released into the air by cars, buses, and machines that trap heat in the earth's atmosphere.

Fossil Fuels – petrol, diesel, or natural gas used to power vehicles like cars, buses, and motorbikes.

Carbon dioxide (CO₂) – a gas made when we burn fuel; too much causes climate change.

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

Carpooling – sharing a car ride with one or more people who are traveling to the same or similar destination.

Transport mode – a way of travelling (walking, car, bus, bike, train etc.).



MATERIALS REQUIRED

- Whiteboard and markers.
- Calculators.
- Student data on how students travel to school.
- [Carbon Counting – Which way wins?](#) poster.
- [Active Travel Map Examples #1 and #2](#).
- [Travel Emissions Comparison](#) Worksheet.
- [Travel Choices and Emissions – My class data](#) Worksheet.
- Videos: [How to reduce Australia's transport emissions - The Climate Council](#)
[Explaining Emissions Targets - BTN](#)

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

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LEARNING OBJECTIVE

Students will compare the environmental impact of different transport methods using emissions data and understand how their travel choices contribute to or reduce pollution.

SUCCESS CRITERIA

- I can calculate CO₂ emissions for trips with two travel modes.
- I can compare emissions across different travel combinations.
- I can identify which travel choices are better for the environment.
- I can reflect on how I and my class can travel more sustainably.

TEACHING CONSIDERATIONS

- Use visuals and real-world examples for neurodiverse learners (e.g., image cards of vehicles).
- Provide printed calculators and a table of pre-filled emissions per km for EAL/support students.
- Use flexible grouping so students can choose to work in pairs or small groups.
- Offer sentence starters and discussion prompts for students who need help expressing ideas.

Extend

- Have advanced students create bar graphs comparing total class emissions by transport mode. Calculate the impact parking a bit further away and walking would have on the result.
- Let students research electric vehicles or public transport upgrades as sustainability solutions.

Enable

- Provide pre-filled data tables for calculations.
- Give sentence starters for written reflections (e.g., "I think walking is better because...").

ASSESSMENT

- Observe pair work and guide as they complete calculations.
- Collect [Travel Emissions Comparison](#) worksheet to check for understanding of emission comparison and sustainable reasoning.
- Discussion participation: Note students' ability to justify their reasoning during the review phase.

Additional links to support teacher knowledge and student learning:

- [Environmentally sustainable transport – Vic Gov](#)
- [Greenhouse gas emissions – Understanding Victoria's contribution to climate change](#)
- [Transport and Climate Change – Institute for Sensible Transport](#)
- [Cutting Victoria's emissions 2021–2025 – Transport sector emissions reduction pledge](#)

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?



LEARNING CONTINUUM

Focus: Investigating travel emissions and comparing the environmental impact of different transport methods using emissions data. Increases understanding how their travel choices contribute to or reduce pollution.

Learning Continuum	Phase 1	Phase 2	Phase 3
Understands how emissions data can be used to compare the environmental impact of transport modes and influence personal travel choices.	Recognises that transport affects pollution levels; may recall one or two facts with support.	Describes how different transport modes produce different levels of pollution using emissions data and provides basic comparisons.	Accurately interprets emissions data to compare transport modes, explains the environmental impact of different choices, and uses evidence to justify personal or group actions to reduce pollution.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of emissions and pollution	1. Explain how transport contributes to pollution	1.0 No response or shows no understanding	1.1 Identifies that some transport causes pollution with limited explanation	1.2 Describes differences in pollution between transport modes using basic examples	1.3 Explains how specific transport choices impact pollution levels and climate, using data or reasoning
Data interpretation and comparison	2. Use emissions data to compare transport methods	2.0 No response or irrelevant response	2.1 Refers to emissions figures with support; may not link clearly to transport modes	2.2 Accurately reads and compares simple emissions data (e.g. car vs. bus)	2.3 Interprets and applies emissions data to make informed comparisons across multiple transport types
Application to personal or group action	3. Suggest actions to reduce emissions from travel	3.0 No response or unrelated answer	3.1 Offers a basic idea (e.g. "walk more") with prompting	3.2 Suggests a realistic action and links it to reducing pollution	3.3 Justifies personal or class actions using emissions data and explains their environmental benefit

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

.....

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Explain students will compare the environmental impact of different transport methods using emissions data and understand how their travel choices contribute to or reduce pollution.

Show video - [How to reduce Australia's transport emissions - The Climate Council](#) - highlighting how transportation pollutes the air.

Review and check for understanding of specific terms mentioned in the video (e.g. Emissions, Carbon dioxide, fossil fuel, Climate change).

Reinforce the idea that the more Victorians who choose public and active transport – like walking and bike riding – can lower emissions while also delivering cleaner air, less congestion and make our communities much more liveable.

Brainstorm: Which ways of travelling do you think pollute the air the most?

Record responses on the board.

DIFFERENTIATION STRATEGIES

Enable

- **Pause Video:** Pause the video and explain key terms using visuals and real-life examples (e.g. "CO₂ is like smoke filling the air").
- **Small Group Discussions:** Create small teacher-led groups to discuss the video and key vocabulary, using prompt cards to guide discussion.

Extend

- **Persuasive Statement:** Ask students to write a short persuasive statement about which travel mode is best for the environment and why.
- **Independent Research:** Challenge students to identify unfamiliar environmental terms in the video and research their meanings independently.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Display Poster - [Carbon Counting: Which Way Wins?](#)

Explain the differences in the numbers: Not all types of transport make the same amount of CO₂. One way to measure this is by looking at how much CO₂ is made for **each person for every kilometre they travel**. That's called **grams of CO₂ per person kilometre (g CO₂/person km)**.

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

Here are some examples:

Type of Transport	CO ₂ Made (per person per km)	What it Means
Car (1 person)	About 194 g	One person in a car = lots of pollution.
Car (4 people)	About 61 g	Sharing the ride means less CO ₂ per person!
Bus	About 22 g	Carries many people, so the pollution is shared.
Train	0 g (metro) About 14 g (regional)	Carries many people, so the pollution is shared.
Tram	0 g	Trams carry lots of people like buses but have recently transitioned to renewable electricity.
Bike or Walking	0 g	Great for the planet – no CO ₂ at all!

Brainstorm: What do you notice about these figures? What can we learn from this?

Discuss the following points and check for understanding:

- If 4 people each drive their own car, that means 4 cars on the road, create **4 times more CO₂** than if all 4 people shared just **one car**. This is called carpooling – and it's **better for the planet!**
- **Trains and buses** are even better! One train can carry **hundreds of people**, so there are **way fewer cars** on the road. That means **less traffic and much less pollution** than if everyone drove a car.
- Electric buses and electric vehicles are becoming more common in Victoria. Some buses in Melbourne already say "I'm an electric bus"! These types of vehicles don't produce greenhouse gas emission when they run.
- Biking and walking don't use fuel at all, so they don't create any CO₂ when you travel!

Think-Pair-Share: So, what can we do to help keep our air clean and protect the Earth?

Example responses:

- Walk or ride a bike when we can.
- Drive part way and park. Then walk the rest.
- Take the bus or train instead of getting a lift in a car.
- Share car rides with friends.

Explain that this way, we all help reduce pollution together and that's a smart move for our future!

DIFFERENTIATION STRATEGIES

Enable

- **Physical Aids:** Use coloured counters or cubes to physically represent emissions data for different transport types.
- **Visual Aids:** Provide number lines or visual aids (e.g., CO₂ "thermometer" charts) to help with understanding large numbers.
- **Groupings:** Group students into mixed-ability pairs and provide sentence stems to assist verbal reasoning during discussions.

Extend

- **Create Infographic:** Invite students to create a slide or infographic comparing the CO₂ output of at least two transport modes.
- **What If Scenarios:** Provide a "what if" scenario (e.g., 100 people switch from cars to bikes) and ask students to calculate the total CO₂ saved.

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

.....

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Set up [Active Travel Map Examples #1](#) and [#2](#) on an outdoor court or indoor gym/hall.

Divide the class in half and assign each group to one of the examples.

Using mathematical measuring tools, students work together to measure and record the distance travelled by car, bus and walking.

Distribute [Travel Emissions Comparison Worksheet](#) and complete in pairs.

Pairs join another pair and check calculations together.

DIFFERENTIATION STRATEGIES

Enable

- **Assign Roles:** Provide a step-by-step checklist and assign roles in pairs (e.g. one measures the distance, one records data).
- **Learning Environment:** Use clearly marked zones in the room or outdoor area for supported movement and structured guidance.

Extend

- **Weekly Tracking:** Ask students to calculate weekly emissions for their route to school or other places they regularly travel and compare these to an alternative method.
- **Mapping Other Modes:** Offer an extended challenge map that includes more modes of transport per journey. Add data to include how students travel home from school.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

In small groups, students share the mode or modes of travel they use to get to school.

Use Google maps to investigate how far each member of their group travels using each mode of transport.

Distribute [Travel Choices and Emissions](#) – My class data worksheet (one per student).

Groups record their distances in the first few rows of their sheet.

Students calculate everyone's total CO₂ emissions per km travelled to school.

If time permits, **students record** the rest of the class travel data and emissions in the table.

DIFFERENTIATION STRATEGIES

Enable

- **Calculation Assistance:** Support students with calculator use and visual templates to complete their CO₂ calculations.
- **Visual Instructions:** Provide quiet workspaces with visual instructions and allow use of headphones for guided Google Maps exploration.

Extend

- **Report Writing:** Ask students to write a short report on how different travel choices impact long-term CO₂ emissions.
- **Content Analysis:** Encourage students to compare and analyse their usual route versus a greener alternative and reflect on the environmental benefits.

LESSON PLAN

Lesson 3: Counting Carbon: Which way wins?

.....

5 LESSON PHASE: Review / Reflection



TIMING: 10 mins

Whole-class circle discussion

Ask: Did anything surprise you about the data? Are there any questions that you still have about transport options and the environment?

Show video - [Explaining Emissions Targets - BTN](#) and explain that the global leaders are also setting targets and trying to lower emissions.

Review Active Travel Pledges from Lesson #2.

Explain that the class will recalculate class emissions data in a few weeks after students have been given time to alter their modes of travel to and from school or other locations in the community.

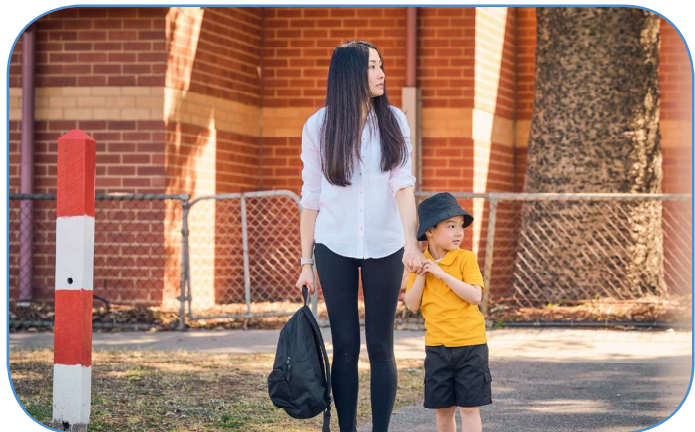
DIFFERENTIATION STRATEGIES

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.
- **Pre-sharing:** Allow students to work in pairs or small teacher-led groups to discuss their ideas before sharing with the class.

Extend

- **Poster production:** Ask students to create a poster or write a short plan outlining how they could reduce their travel emissions over the next month.
- **Broader Context:** Challenge students to connect their learning to global sustainability goals and reflect on how individual actions contribute to broader change.





LESSON PLAN

Lesson 4: Barriers to Active Travel

LESSON SUMMARY

In this lesson, students explore the various factors that enable or prevent them from travelling actively. Through guided discussion and personal reflection, they examine aspects of their own routines, environments and circumstances that may act as barriers to walking, riding, or catching public transport. They are encouraged to think critically and creatively to brainstorm practical, achievable solutions for increasing their active travel time. The lesson concludes with students setting a meaningful and realistic personal goal that supports a more active and health-conscious daily travel routine.

Connection to Bike Education Program – Department of Transport and Planning

This lesson links closely with the Department of Transport and Planning's [Bike Education program](#) which equips students with the knowledge and skills to become confident and safe bike riders, pedestrians and road users. By building competence and reducing fear or uncertainty around riding, the program directly addresses two key barriers to active travel: safety concerns and lack of bike-riding ability. Delivered through curriculum-aligned, age-appropriate units and supported by Instructor training, the Bike Ed program provides a valuable foundation for schools seeking to embed active travel in everyday routines. Encouraging greater uptake of this program can strengthen students' capacity to meet their personal active travel goals set in this lesson.

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



LEVEL

Years 5-6



LESSON NUMBER

4 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON PLAN

Lesson 4: Barriers to Active Travel

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

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

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



CAPABILITIES

Personal and Social Capability

VC2CP6S05 Strategies for evaluating performance when working independently; how to set appropriate goals and make informed, responsible decisions.

Critical and Creative Thinking

VC2CC6Q02 The importance of setting aside preconceptions; strategies for setting preconceptions aside when generating and evaluating alternative ideas and possibilities.

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

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PRIOR KNOWLEDGE

- Understanding of what active travel is and why it is beneficial.
- Familiarity with their own daily travel options, and what might influence their travel behaviour.
- Awareness that not all people choose active travel to move around the community.

VOCABULARY

Enabler – Something that makes it easier to do something.

Barrier – Something that makes it harder to do something.

Solution – a smart and helpful idea or action that fixes a problem or makes something better.

Routine – Something you do regularly, often without thinking.

Goal – Something you want to work towards or achieve.

Challenge – A problem that you try to solve.



MATERIALS REQUIRED

- Whiteboard and markers.
- Sticky notes.
- [Step into My Shoes Game Rules](#) sheet.
- [Barriers and Enablers to Active Travel Images](#).
- [My Active Travel Goal Worksheet](#).
- Videos: [Walk Safely to School Day - BTN](#)
[Catching the 'bike bus' to school - People Fixing the World BBC World Service](#)

LESSON PLAN

Lesson 4: Barriers to Active Travel

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LEARNING OBJECTIVE

Students will reflect on what enables or prevents them from travelling actively and set a personal goal to improve their travel habits.

SUCCESS CRITERIA

- I can identify what helps or stops me from travelling actively.
- I can suggest solutions to help me to actively travel more often.
- I can set a personal active travel goal.

TEACHING CONSIDERATIONS

- Be inclusive: not all students will be able to travel actively every day. Emphasise choice, small steps, and effort over outcomes.
- Use a variety of modalities: visual aids, discussion, writing/drawing to support different learners.
- Normalise barriers as something everyone experiences and can learn to manage.

Extend

- Invite capable learners to identify a barrier and develop a creative community solution by Interviewing peers or family to understand real barriers.
- Ask students to create their own active travel scenarios that include multiple perspectives (e.g., a student using a wheelchair, a student who lives far away, someone with sensory sensitivities).

Enable

- Provide students with a visual Barrier-Solution matching chart to help scaffold thinking.
- Allow students needing support to work consistently with a trusted peer during pair and group tasks.

ASSESSMENT

- Observation of student contributions during discussion, think-pair-share time and group work.
- Review of *My Active Travel Goal* worksheet to assess personal reflection and understanding.
- Formative questioning during 'Step into my Shoes' game.

Additional links to support teacher knowledge and student learning:

- [How to Overcome Common Barriers to Active Travel - Whittlesea council](#) (PDF doc)
- [Identifying Barriers and Facilitators to Active Travel](#) (UK Study)
- [Victoria Walks - Programs for children](#) (website)
- [Walk to School - Vic Health Resource](#)
- [Park IT - Outdoors Victoria](#) - website

LESSON PLAN

Lesson 4: Barriers to Active Travel



LEARNING CONTINUUM

Focus: Recognising barriers and enablers to active travel, developing practical and inclusive solutions, and setting meaningful personal goals for active transport choices

Learning Continuum	Phase 1	Phase 2	Phase 3
Students reflect on their own active travel behaviours and explore what helps or prevents them from walking, riding or using public transport. They begin to think critically about inclusive strategies and set personal goals to improve their travel habits.	Student identifies one personal barrier or enabler with support. May need prompting to reflect on their own travel routine.	Student describes common barriers or enablers and links them to personal routines or experiences. Starts suggesting basic strategies for improvement.	Student explains multiple barriers and enablers, and reflects on their own habits and needs. Develops and justifies a realistic personal goal with inclusive intent.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding barriers and enablers	1. Identify a personal barrier or enabler to active travel	1.0 No response or irrelevant idea	1.1 Names a basic factor with support	1.2 Describes a relevant personal barrier/enabler with brief reasoning	1.3 Explains clearly and reflects on how this affects their travel habits or others' access
Solution development	2. Suggest a practical way to overcome a barrier	2.0 No suggestion or unrealistic idea	2.1 Suggests a basic or generic solution	2.2 Suggests a practical and personally relevant solution	2.3 Suggests an inclusive, well-reasoned solution with wider community relevance
Personal goal-setting	3. Set an active travel goal	3.0 Goal is missing or unclear	3.1 Goal is present but vague or unrealistic	3.2 Goal is specific, achievable, and personally meaningful	3.3 Goal includes motivation, personal accountability and potential impact on others
Critical thinking and empathy	4. Reflect on a travel barrier from multiple perspectives	4.0 No evidence of multiple viewpoints	4.1 Acknowledges that others may experience the barrier differently	4.2 Describes how a barrier might affect someone else (e.g. mobility, distance)	4.3 Offers thoughtful, inclusive reasoning and proposes ways to support diverse needs
Collaboration and discussion	5. Contribute ideas during barrier-solution activities	5.0 No participation or off-topic responses	5.1 Shares a simple idea or repeats a peer's suggestion	5.2 Actively contributes a relevant idea in group discussion	5.3 Builds on peers' ideas and promotes inclusive, creative thinking in the group

LESSON PLAN

Lesson 4: Barriers to Active Travel

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Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Show Video: [Walk Safely to School Day - BTN](#)

Ask: What makes it easy or hard for you to walk, ride or scoot to school?

Discuss real and relevant examples (i.e. weather, distance, time, family routine).

Record responses on board under two categories:

1. Helps Me (**Enabler**)
2. Stops Me (**Barrier**)

Discuss that some identified barriers may not necessarily be barriers for everyone (e.g. The weather - rain or extreme heat).

Prompt students to consider what walking, riding or scooting might be like for someone with vision impairment, mobility challenges (e.g. using a wheelchair), or neurodiverse sensory needs.

DIFFERENTIATION STRATEGIES

Enable

- **Visual Prompts:** Use visuals (icons or pictures) alongside the "Helps Me / Stops Me" categories to support understanding.
- **Think-Pair-Share Option:** Allow think-pair-share before contributing to class.
- **Expression Flexibility:** Let students draw their ideas or use icons instead of writing them.

Extend

- **Thinking Depth:** Ask students to sort barriers into "changeable" or "unchangeable."
- **Big Picture Connector:** Encourage students to explore links to wider societal factors.
- **Solution Generator:** Invite students to add a third category: long-term solution ideas.

2 LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Add a 'Solution' column to the board.

Model using a "Barrier-Solution" table: For example –

- **Barrier:** Living far away from school.
- **Solution:** Park a short distance away from school and you walk the rest.

Show video: [Catching the 'bike bus' to school - People Fixing the World. BBC World Service](#)

Discuss how this community in Glasgow, UK have found a solution to a barrier to active travel.

In pairs, students are allocated two barriers from the board and brainstorm at least one possible solution for each.

Pairs join one other pair and share their solutions.

Teacher circulates and prompts deeper thinking.

Students then write one suggested solution to one of their allocated barriers on a sticky note.

Students place their sticky notes on the board in the solutions column and share their idea with the rest of the class.

LESSON PLAN

Lesson 4: Barriers to Active Travel

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Prompt solution examples that increase accessibility for all. For example:

- Barrier: Footpaths are cracked and narrow.
Solution: Council upgrades to smooth, wide, accessible paths with ramps.
- Barrier: Crossing lights change too quickly for slow walkers.
Solution: Longer pedestrian signal times or accessible crossing buttons.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain the Step into my Shoes Game rules with the whole class (see sheet provided).

Students will explore different barriers and enablers to active travel by physically moving to corners of the room that represent their responses to scenarios.

How to Play:

1. Label three corners of the classroom as:

- Barrier
- Enabler
- Both

2. **Teacher reads** one Active Travel scenario (supplied) at a time and/or shows the photos on the Barriers and Enablers to Active Travel Images supplied.

Ask: *Do you think this is mostly a barrier for people to choose to travel actively or would it mostly help (enable) people to decide to travel actively?*

3. After each scenario is read out, students:

1. **Think (Silent Decision):** Students **write their answer** individually on a sticky note, or in a notebook, or using cards (e.g., B = Barrier, E = Enabler, E and B = Both, NS – Not Sure).

There is no movement yet.

2. **Make a Pair (Quick Discussion):** In pairs, students briefly explain their reasoning to a partner.

3. **Move:** After discussing, students move to the corner that matches their chosen answer. Students are encouraged to stick to their original choice unless they have a strong reason to change (which they must be able to explain).

4. Once in corners, invite students to **explain their reasoning**.

Encourage respectful discussion and allow students to change corners only after hearing others' perspectives.

5. **Extension Questions:** Ask reflection questions, including:

- *What would help turn that barrier into an enabler?*
- *Could someone else not see this as an active travel barrier? Why?*

Promote discussion, empathy, active listening and critical thinking.

Add any discussed barriers to active travel to the board that are not already listed.

LESSON PLAN

Lesson 4: Barriers to Active Travel

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4 LESSON PHASE: Independent Application



TIMING: 15 mins

Students complete the My Active Travel Goal worksheet.

Prompts:

1. What is one barrier I face?
2. What can I do about it?
3. What is my goal for tomorrow, this week or next week?

Teacher models possible answers first. For example:

1. I drive to school every day because my work briefcase is very heavy.
2. I could buy myself a small travel suitcase that has wheels and park my car a couple of kms away from school and walk with my case from there.
3. Next week, my goal is to park and walk part of my journey to school at least twice.

Encourage students to also think about how their goals could support others to be active travellers. For example:

- I'll be a buddy for someone who needs support getting to school.
- How can my travel choices help make my school and community more inclusive?

DIFFERENTIATION STRATEGIES

Enable

- **Worksheet Prompts:** Offer a version of the worksheet with prompts or example goals for those who need more guidance.
- **Alternative Expression:** Let students explain their goals orally or through a drawing.
- **Writing Buddy:** Allow scribing by a teacher or peer.

Extend

- **Action Planner:** Challenge students to add three steps for how they'll meet their goal.
- **Real-World Connector:** Ask students to interview a peer or family member about travel habits.
- **Media Creator:** Give students the option to record a short podcast or video explaining their goal.

5 LESSON PHASE: Review / Reflection



TIMING: 5 mins

Invite a few students to share their goals aloud.

Ask: *What might help you stick to your goal?*

Summarise key motivators and enablers, highlight solutions discussed and celebrate inclusive ideas raised by students.

DIFFERENTIATION STRATEGIES

Enable

- **Safe Sharing Option:** Allow students to share anonymously via sticky notes.
- **Feelings Feedback:** Use emojis or cards to express confidence levels in achieving.

Extend

- **Discussion Leader:** Run a student-led reflection circle encouraging peer-to-peer feedback.
- **Ongoing Commitment Maker:** Encourage students to create a class "Active Travel Pledge Wall" to track weekly goals.



LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

LESSON SUMMARY

This lesson focuses on developing students' awareness of travel-related hazards and encouraging safe, responsible behaviours when moving through their local environment. Students explore the concept of a hazard and consider how personal actions and environmental factors can affect safety when walking, riding, or using other forms of active transport. Students learn to identify potential risks, understand the consequences of unsafe behaviours, and suggest safer, more inclusive responses. They are encouraged to consider different perspectives, including those of other road users, to build empathy and a broader understanding of community safety.

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

LEVEL
Years 5-6

 **LESSON NUMBER**
5 of 8

 **LESSON LENGTH**
60 minutes

CURRICULUM AREAS

LEARNING AREAS

-  Health and Physical Education
- Humanities – Civics and Citizenship

CAPABILITIES

-  Critical and Creative Thinking
- Personal and Social Capability

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P08 Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community.

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.

Civics and Citizenship

VC2HC6S02 Locate, select and organise information, data and ideas from different sources to explain a contemporary issue.



CAPABILITIES

Critical and Creative Thinking

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

VC2CC6R04 The use of criteria to support analysis and evaluation when reasoning.

VC2CC6M02 Thinking processes suited to different contexts and when and how to use them, including for problem-solving.

VC2CC6M03 The use of criteria to identify and compare proposed solutions.

Personal and Social Capability

VC2CP6S01 How and why emotional responses and behaviour change in different personal and social contexts.

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.



PRIOR KNOWLEDGE

- Understanding of what Active Travel is.
- Basic understanding of safe pedestrian, bike and scooter practices.
- Some exposure to public transport or awareness of buses, trams, crossings, and signs.
- Some understanding that actions have consequences, especially in real-world settings.

VOCABULARY

Hazard – something that could cause harm.

Risk – the chance of something bad happening.

Consequence – What happens because of something you do. It can be good or bad, depending on the choice you make.

Safe Response – A smart and sensible action you take to protect yourself or others in an unsafe or uncomfortable situation.

Distraction – something that takes your attention away from what you need to focus on.

Predict – to guess what might happen next based on clues.

Helmet fit check – a way to make sure a bike/scooter helmet fits properly.

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MATERIALS REQUIRED

- Whiteboard and markers.
- Soft beanbag or small soft ball.
- [Hazard Hunt – Photo Investigation](#) Worksheets.
- [BusVic – Safe Bus Travel](#) Brochure.
- [BusVic – Safe Bus Travel](#) poster.
- [Hazard Hunters – Kahoot Quiz](#) questions. (excel document)
- Kahoot account – kahoot.com
- Videos:
 - [Safe School Bus Travel – BusVic](#)
 - [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#)

LEARNING OBJECTIVE

Students will be able to identify potential hazards they may face when actively travelling and demonstrate practical strategies to stay safe in a variety of travel scenarios.

SUCCESS CRITERIA

- I can spot at least three different hazards I might see while walking, riding, or scooting.
- I can explain what to do in unsafe travel situations.
- I can play a game that helps me practise smart safety decisions.

TEACHING CONSIDERATIONS

- Use trauma-informed language – avoid overly scary examples or graphic accident details.
- Adapt photos to reflect local travel environments where possible.
- Students may travel alone or with family/carers – validate all modes of active transport.
- Be inclusive of wheelchair users or others with mobility needs.

Extend

- Students create safety posters for school gates or community noticeboards.
- Students write and perform a short skit about a safe travel scenario.
- Use Google Maps to plan a safe walking or riding route to school.

Enable

- Provide scenario visuals with simplified text.
- Use sentence starters and cue cards for discussion.
- Allow students to work in pairs for all tasks.

ASSESSMENT OPPORTUNITIES

- Anecdotal notes on student hazard identification.
- Verbal explanations during discussions and game.
- Completed [Hazard Hunt Photo Investigation](#) Worksheet.
- Kahoot quiz results.

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Additional links to support teacher knowledge and student learning:

- [BTN - 2010 Cycling Safety - Bike Helmets](#)
- [How to be a safe bike rider - Transport Victoria](#)
- [BTN - E-scooter Laws](#)
- [Make your journey a safe one - Public Transport Victoria](#)
- [Don't Risk Your Life, cross safely around trains - Public Transport Victoria](#)
- [Minimise distractions around trains - Public Transport Victoria](#)
- [Always cross railway lines at marked crossings only - Public Transport Victoria](#)
- [Never trespass over train tracks - Public Transport Victoria](#)



LEARNING CONTINUUM

Focus: Recognising hazards in travel environments, understanding consequences of unsafe actions, and applying safe, inclusive strategies to protect self and others

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore the concept of a hazard and begin to identify simple examples from familiar environments. They describe how actions and surroundings can affect safety and suggest appropriate safe responses.	Student identifies a basic hazard with support and names one consequence. Safety suggestion is limited or general.	Student identifies multiple hazards with some explanation of consequences. Offers clear and relevant safe responses.	Student analyses a variety of hazards and consequences from different perspectives and suggests inclusive, practical strategies to respond safely.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of hazards	1. Identify potential hazards in a travel environment	1.0 No response or hazard named is not travel-related	1.1 Names a relevant travel hazard with support	1.2 Describes a common hazard and when it might occur	1.3 Identifies multiple hazards with context (e.g., location, user type etc..)
Understanding of consequences	2. Explain the consequence of an unsafe action	2.0 Consequence not stated or incorrect	2.1 States a basic outcome (e.g., "you could get hurt")	2.2 Describes a likely consequence with some detail	2.3 Explains short and long-term impacts of a consequence (e.g., safety, health, others affected)
Safe behaviour response	3. Suggest a safe and inclusive response to a hazard	3.0 No response or unsafe suggestion	3.1 Suggests a basic safety response	3.2 Offers a clear and realistic safe behaviour	3.3 Proposes an inclusive response that considers other users (e.g., someone with a disability)

* continued overleaf

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Lesson 5: Hazard Hunters – Safe or Unsafe

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Critical thinking	4. Compare hazard perspectives (e.g., pedestrian, bike rider, driver)	4.0 No attempt made	4.1 Identifies that people see hazards differently	4.2 Describes how perspectives may change with role (e.g., bike rider vs pedestrian)	4.3 Compares and contrasts multiple viewpoints using reasoning
Personal and Social Capability	5. Apply hazard knowledge to improve safety	5.0 No application or unclear response	5.1 Gives a general idea with prompting	5.2 Applies learning to real-world travel example	5.3 Applies learning to support community safety and inclusion (e.g., poster, advice, buddy support)

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Activity: What is a hazard anyway?

Ask: When you hear the word **hazard**, what do you think it means when we're talking about walking, riding or scooting to school?

Write answers on the board.

Explain: A **hazard** is anything that could cause harm, especially if we don't spot it in time.

Write this definition on the board.

Play: Thumbs Up or Down - Safe or Hazard?

Explain that the whole class will play this game together.

Students listen to travel scenarios (listed below) and decide whether it is **safe**, a **hazard**, or it **depends** on the situation and the individual.

Explain:

- If students think it's a hazard, they hold their thumbs down.
- If they think it's safe, they hold their thumbs up.
- If they think it depends on the situation or individual, they hold their thumbs sideways.

Ask any student to explain their reasoning for a 'Depends' response.

Ensure students are inclusive and consider all road and path users when deciding their responses, including pedestrians of all ages and abilities and cultures.

Examples to call out:

- Walking with your shoelaces untied.
- A street with ramps and smooth paths for wheelchair users.
- Texting while crossing the road.
- Waiting for the green walk signal to cross the road at traffic lights.

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Lesson 5: Hazard Hunters – Safe or Unsafe

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- Running across a driveway without looking.
- Having bare feet while riding a bike!
- Walking through flash flood water after a storm.
- Holding the handrail when standing on the tram.
- Crossing the road at a crossing without audio signals.

Discuss that now we know a hazard is anything that could cause harm or make a journey unsafe, we're going to spot real hazards that people might miss when walking, riding, or scooting around the community.

Explain that students are going to become real-life **Hazard Hunters**!

Emphasise that as **Hazard Hunters**, we are also learning how to make travel safer and more inclusive for everyone. This helps build a safer, more welcoming community.

DIFFERENTIATION STRATEGIES

Enable

- **Clarify Key Concepts:** Use picture flashcards (e.g., pedestrian crossing, bike lane, bus stop) to help students visualise new vocabulary before responding.
- **Boosting Participation:** Pair students with a peer or teacher aide to rehearse ideas before sharing aloud.

Extend

- **Deeper Thinking:** Ask students to explain why they think something is safe or unsafe for their thumbs-up and thumbs-down responses as well.
- **Promote Leadership:** Allow students to suggest their own travel safety scenarios for the class to evaluate.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



Write the following headings on the board - **Hazard – Consequence – Safe Response**

Model a **Hazard – Consequence – Safe Response** chain for when travelling on public transport:

Hazard: Not looking where I'm stepping as I get off a bus

→ **Consequence (what might happen):** I could fall over and get badly hurt.

→ **Safe Response:** Always look where I am stepping

TIMING: 15 mins

Explain that a hazard can be something **physical** like a pothole in a road or path, or an untied shoelace. Or it can be an **unsafe action or behaviour** such as running across the road without checking for traffic.

Show video – [Safe School Bus Travel - BusVic](#)

Pause the video regularly and as a whole class, identify any **Hazards**, **Consequences** and **Safe Responses**.

Write these on the board under each heading.

Video timestamps:

1. At the Bus Stop (55 secs)
2. On Board the Bus (1 min 25 secs)
3. Local Town Buses (1 min 45 secs)
4. Charter Buses (2 mins 5 secs)
5. Leaving the Bus (2mins 30 secs)
6. Dos and Don'ts (3 mins 30 secs)
7. In an Emergency (4 mins 23 secs)
8. Safe Bus Travel – Mums, Dads and Carers (5 mins 30 secs)

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Lesson 5: Hazard Hunters – Safe or Unsafe

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Activity: Using movement to engage the class.

1. Call out the **hazard** from the list below one by one (e.g. Texting while crossing the road.)
2. Gently toss an imaginary ball or soft beanbag to a student and say:
"Catch! What could happen? Or "What's a consequence?" (They describe the consequence.)
3. Then, they toss it to one other student and ask:
"What's a safer choice?" (They suggest a safer behaviour.)

Review the responses and check for understanding. Examples:

1. **Hazard: No helmet while riding** → **Consequence:** You could fall and hurt your head badly
→ **Safe Response:** Always wear a properly fitted helmet
2. **Hazard: Texting while crossing the road** → **Consequence:** You might walk into traffic and get hit
→ **Safe Response:** Put your phone away when you are walking especially near roads
3. **Hazard: Stepping out from behind a parked car** → **Consequence:** A driver might not see you and could hit you →
Safe Response: Move to a clear space and check both ways before crossing
4. **Hazard: Listening to loud music with headphones near traffic** → **Consequence:** You might not hear cars, bikes or warnings → **Safe Response:** Turn the volume down or remove at least one earbud near roads
5. **Hazard: Riding or walking on the road instead of the footpath or bike lane** → **Consequence:** You could be hit by a passing vehicle → **Safe Response:** Use the footpath, shared path or bike lane when available
6. **Hazard: Very short flashing walk signal with no sound** → **Consequence:** A person with low vision may not know it's safe to cross → **Safe Response:** Report the hazard to local council so they can install a pedestrian crossing with a longer timer and sound alert.

DIFFERENTIATION STRATEGIES

Enable

- **Scaffolded Tools:** Introduce a colour-coded hazard-consequence-response chart with icons to guide thinking during the game.
- **Sentence Starters:** Use sentence starters like "A hazard I see is...", "This could lead to...", "A safer choice would be..." alongside visuals.

Extend

- **Scenario Creation:** Invite students to invent a travel safety scenario and lead others in the hazard-consequence-response analysis.
- **Personal Experience:** Ask students to write or share a short story about a time they made a safe or unsafe travel decision.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Spot The Hazard Videos

Divide the class into small groups.

Watch: [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#)

Play one video after the other.

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As each video plays, students work in small groups to spot and list the hazards they notice in real time, from the cyclist perspective.

****Note:** The first part of each video presents a scenario without pointing out the hazards. Be sure to **pause the video halfway** to give students time to observe, discuss, and share what they think the hazards might be. Then play the second half to reveal the hazards.

Replay the first part of each video if required, before showing the second half.

Compare group ideas before watching the next video and add any missed hazards to their list.

After all 6 videos have been reviewed, **select** and **rewatch** any 2 videos again.

Brainstorm as a whole class the hazards from:

1. **A Pedestrian's view:** What hazards would someone walking need to be aware of?
2. **A Driver's view:** How would a car/truck/bus driver see this moment? What hazards do drivers need to be aware of in this situation?

DIFFERENTIATION STRATEGIES

Enable

- **Visual Scaffolds:** Provide hazard icon cards or a visual checklist (e.g. potholes, parked cars, open doors, driveways, loose gravel) that students can refer to while watching the video to guide their observation.
- **Guided Group Roles:** Assign structured group roles (e.g. 'Video Watcher,' 'Hazard Recorder,' 'Discussion Leader') to ensure every student has a clear, manageable task and can contribute meaningfully at their level.

Extend

- **Perspective Shifting:** Challenge students to justify which hazard they believe poses the greatest risk and why, using reasoning based on the cyclist's experience, traffic rules, or environment.
- **Justification of Risk:** Ask students to write or present how that hazard might be perceived differently from a pedestrian's or driver's point of view and propose a practical solution to reduce the risk for each road user.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Hazard Hunt – Photo Investigation

Distribute one Hazard Hunt Photo Investigation worksheet with 6 photos showing different travel environments to each student.

Students complete the sheet, answering the following questions:

- *What hazards do you see?*
- *What safe behaviours would reduce or remove the hazard?*

After 5 minutes, **students find a partner**, review their photo sheet and add any new hazards identified and safe behaviours ideas.

Debrief Questions (Whole Class):

- "Which hazards were easiest to spot?"
- "Did any photos surprise you?"
- "Why is it important to spot hazards before they happen?"
- "Which safe travel strategies do you already use? Which ones could you try this week?"

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DIFFERENTIATION STRATEGIES

Enable

- **Collaborative Support:** Allow students to complete the task with a peer, teacher aide, or via voice recording rather than written output.
- **Alternative Representation:** Permit students to draw the hazard and use symbols or stickers to indicate the risk and solution.

Extend

- **Analysing Risk Severity:** Have students rate each hazard on a 1–5 scale of risk and explain their reasoning in writing or verbally.
- **Creating Original Content:** Students take or draw their own photo depicting a travel hazard and write an accompanying safety explanation.

5 LESSON PHASE: Review / Reflection



TIMING: 10 mins

Kahoot Quiz

Tips for Uploading to Kahoot:

1. Log into kahoot.com and create a new quiz, and name it **Hazard**
2. Add each question with the text below or from the excel document provided.
3. Use relevant images from the Kahoot image library for each scenario (e.g., scooters, roads, footpaths, rain, dogs).
4. Set 20–30 seconds per question.
5. Enable points or play in “team mode” for fun group competition.

DIFFERENTIATION STRATEGIES

Enable

- **Accessible Response Methods:** Offer a printed quiz version with visual options, or allow verbal or gesture-based answers.
- **Peer-Supported Play:** Allow students to play as a team or with a partner for support and shared decision-making.

Extend

- **Student-Created Questions:** Invite students to create a few quiz questions to contribute to the next session.
- **Synthesis & Reflection:** Facilitate a class discussion or written journal entry on what students learned and how they can use it in real life.



LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

LESSON SUMMARY

In this lesson, students will learn how to travel safely in their local community by recognising common road signs and understanding the shared responsibilities of pedestrians, bike riders, and drivers. Through active discussion, visual exploration, and interactive activities such as a group-based 'Move & Match: Safety Shuffle' game, students will analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities in various road environments. This lesson supports students in becoming responsible road and path users who are alert and respectful of others.

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

LEVEL
 **Years 5-6**


 **LESSON NUMBER**
6 of 8

 **LESSON LENGTH**
60 minutes

CURRICULUM AREAS

LEARNING AREAS


- Health and Physical Education
- Humanities – Civics and Citizenship

CAPABILITIES


- Critical and Creative Thinking
- Personal and Social Capability

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LEARNING AREAS

Health and Physical Education

VC2HP6P04 Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.

Civics and Citizenship

VC2CGC06 Investigate why and how decisions are made democratically in communities, including the importance of rules and laws.



CAPABILITIES

Critical and Creative Thinking

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

VC2CC6M02 Thinking processes suited to different contexts and when and how to use them, including for problem-solving.

VC2CC6M03 The use of criteria to identify and compare proposed solutions.

Personal and Social Capability

VC2CP6S01 How and why emotional responses and behaviour change in different personal and social contexts.

VC2CP6S04 what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action.

VC2CP6O02 behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important.

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PRIOR KNOWLEDGE

- Familiarity with common road signs (e.g. stop, give way, pedestrian crossing).
- Understanding that road signs communicate rules or instructions for safety.
- General understanding of who uses roads and paths (e.g. cars, bikes, pedestrians).
- Basic awareness that each road user has responsibilities to follow.
- Previous learning on personal responsibility and safety in public spaces.
- Ability to assess safe vs unsafe behaviours (e.g. crossing at the lights vs jaywalking).

VOCABULARY

Pedestrian – a person walking.

Cyclist/Bike rider – a person riding a bicycle.

Driver – a person driving a car or other vehicle.

Road signs – signs placed on streets or roads to give instructions or warnings.

Responsibility – something you are expected to do or take care of.

Safety – being protected from danger or harm.

Give way – let another person go before you.

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

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MATERIALS REQUIRED

- Whiteboard and markers.
- Large envelopes.
- [Move and Match - Safety Shuffle Game](#) Cards.
- [Move and Match - Safety Shuffle Game](#) Rules and Combinations.
- [Sign Detectives - Case Files](#) Images.
- [Sign Detectives - Case Files](#) Questions.
- [Spot the Signs](#) – Spot the difference photos.
- Video: [Why Australia's Crosswalk Buttons are the Best \(ft. Billie Eilish\)](#)

LEARNING OBJECTIVE

Students will understand how to recognise key road signs and identify safe behaviours and shared responsibilities of pedestrians, bike riders, and drivers in their community.

SUCCESS CRITERIA

- I can identify common road signs and explain what they mean.
- I can describe safe behaviours for pedestrians, bike riders, and drivers.
- I can work with others to match signs to correct behaviours.

TEACHING CONSIDERATIONS

- Be aware of different student experiences with road safety (urban vs. rural environments).
- Students with limited reading ability may need icon-based or colour-coded support.
- Use inclusive scenarios that reflect diverse communities and mobility needs.

Extend

- Students design a new road safety sign based on a local issue.
- Use Google Maps to explore and identify real road signs near the school.
- Interview a local school crossing supervisor, bus driver or police officer about road safety roles.

Enable

- Provide sentence frames (e.g., "This sign means I should..." or "A safe choice would be to...").
- Buddy system during sorting and worksheet tasks.

ASSESSMENT

- Observe student participation in the *Sign Detectives: Case File Challenge* and note their understanding of signs and responsibilities.
- Collect and assess the *Sign Detectives Worksheet* for accuracy and safe decision-making examples.
- Monitor oral responses during group discussion and debrief.

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

Additional links to support teacher knowledge and student learning:

- [Road Rules for Riding a bike in Victoria – Vic Roads](#) (website)
- [Passing or overtaking trams – Transport Victoria](#) (Video)
- [Look and Listen around Trains and trams – PTV](#) (Video short)
- [Road Safety Education Vic – Lesson Overview](#)
- [Road Safety Education Vic – Getting ready to ride on the road](#) (Bike Ed lessons – Yr 5-6)
- [Road Rules and Safety \(Bikes\) – Transport Victoria](#) (website)
- [Road Rules and Safety – \(Pedestrians\) – Transport Victoria](#) (website)
- [Pedestrian responsibilities crossing a road – Transport Victoria \(5 videos on different road crossings\)](#)
- [Bike Education program](#)



LEARNING CONTINUUM

Focus: Understanding Road signs, behaviours, and shared responsibility among pedestrians, bike riders, and drivers to promote safe and inclusive active travel in the community

Learning Continuum	Phase 1	Phase 2	Phase 3
Students learn about road signs, responsibilities of different travellers, and how safety is a shared responsibility. They explore how road systems support safe, respectful and inclusive behaviour in their community.	Student recognises a few common road signs with support and identifies basic safety actions. Demonstrates emerging awareness of different types of travellers.	Student identifies several road signs and explains their meanings. Describes safe behaviours for pedestrians, bike riders, and drivers. Understands that all road users have roles and responsibilities.	Student confidently explains the purpose of key signs and matches them with appropriate actions. Reflects on how safe, inclusive travel behaviour benefits everyone and supports shared responsibility.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of road safety signs	1. Identify common road signs and their meanings	1.0 No response or unclear answer	1.1 Identifies one or two familiar signs with help	1.2 Identifies and explains several signs with appropriate meanings	1.3 Explains sign meanings clearly and links them to real-life road situations
Understanding of shared responsibility	2. Describe the roles and responsibilities of different road users	2.0 No response or inaccurate information	2.1 Gives a basic example of one road user's role	2.2 Describes responsibilities for pedestrians, bike riders, and drivers	2.3 Describes roles and explains how shared responsibility helps keep everyone safe

* continued overleaf

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of safety behaviour	3. Describe safe vs unsafe behaviours in traffic settings	3.0 No response or irrelevant ideas	3.1 Gives a basic safe or unsafe example with prompting	3.2 Describes examples of both safe and unsafe behaviours clearly	3.3 Evaluates safety behaviours and explains their consequences for different users
Critical thinking and connection-making	4. Match signs, behaviours and users in real-world contexts	4.0 No connection made	4.1 Attempts to match signs and behaviours with limited accuracy	4.2 Matches signs to appropriate users and behaviours with reasoning	4.3 Explains how different signs and behaviours work together to keep roads inclusive and safe
Personal and Social Capability	5. Reflect on personal responsibility in community safety	5.0 No reflection or unclear response	5.1 Shares one personal safety idea or takeaway	5.2 Reflects on how their behaviour contributes to community safety	5.3 Reflects thoughtfully and includes inclusive ideas to support diverse community needs

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 15 mins

Sign Detectives: Case File Challenge

Set-up:

Transform students into "Sign Detectives" solving a transport mystery.

Divide students into small group of 3–4 students.

Each group receives an envelope containing:

- one set of [Sign Detectives – Case Files](#) Images
- one [Sign Detectives – Case Files](#) Questions sheet

Step through each part of these instructions, giving each group time to complete each task before moving onto the next task:

Task A – Observe (4 mins):

Inspect the photos like clues.

Record answers to these 3 questions written on the sheet:

1. What do you see in each of these pictures?
2. What signs or symbols can you identify?
3. What safe or unsafe behaviours do you see?

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Lesson 6: Rules of the Road – Who's responsible?

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Task B – Investigate (4 mins):

Prompt students to now discuss and answer the next questions written on the sheet:

1. Which type of traveller (e.g. pedestrian, bike rider, driver) is each sign meant to guide or warn?
2. Who do you think these signs are trying to protect?

Task C – Connect (3 mins):

Prompt students to now discuss and answer the next questions written on the sheet:

1. What might happen if this rule or sign was ignored?
2. Have you ever seen these signs in your local community? If so, where?

Part D – Community Conclusion (4 mins):

Each group finishes by responding to the following on the worksheet:

1. List 5 road signs that you have in your community that are NOT represented in your case file.
2. How do road signs keep your community safe?

DIFFERENTIATION STRATEGIES

Enable

- **Simplified Prompts:** Provide a simplified sheet that clearly show only one traveller type or behaviour, and sentence starters for observations.
- **Guided Groups:** Pair students who need support with a peer coach or teacher-led group to model thinking aloud and provide scaffolded questioning.

Extend

- **Complex Cases:** Include extra challenging photos with less obvious safety clues or ambiguous behaviours to analyse.
- **Independent Analysis:** Ask students to identify which photo presents the highest risk and justify with layered reasoning (e.g., "This behaviour is unsafe because...").

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Debrief (Whole Class) Sign Detectives: Case File Challenge

Facilitate a short discussion by inviting a few "Lead Detectives" from each group to report one insight or surprising observation from their case file.

Summarise findings on the whiteboard under – Why Safety Signs Matter.

Explain: Some travellers may need extra time or support to cross roads. For example, a person who uses a mobility aid, or someone who is blind or deaf may need safe, inclusive signs or features to travel safely.

Highlight: Accessible pedestrian signals (APS), audio cues, and visual countdown timers are important tools that support inclusive travel.

Show video: [Why Australia's Crosswalk Buttons are the Best \(ft. Billie Eilish\)](#)

Briefly discuss the video and any surprising or interesting facts revealed.

Next, identify the roles and responsibilities of the 3 key types of travellers in our communities.

1. **Pedestrians** – Responsibilities: Always stop, look both ways, cross at traffic lights, and wait for the green 'walk' signal.
2. **Bike riders** – Responsibilities: Wear a helmet, use hand signals, and stick to bike lanes when riding.
3. **Drivers (including buses and trucks)** – Responsibilities: Obey stop signs, keep an eye out for children, and stay within speed limits.

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

Explain that whether we're walking, riding, or driving, we all share in making travel safe and **road signs, behaviours, and roles** work together to prevent accidents and support safe and responsible travel choices.

Model a comparison chart on the whiteboard:

Role	Safe Behaviour Example	Unsafe Behaviour Example
Pedestrian	Cross with green man signal	Crossing while texting
Bike rider	Use bike lane	Not wearing helmet
Driver	Stop for school crossing	Speeding in school zone

DIFFERENTIATION STRATEGIES

Enable

- **Printed Prompts:** Provide a printed version of the comparison chart.

Extend

- **Additional Roles:** Add a "Fourth Role" for discussion (e.g. Public Transport User) and ask students to infer safety behaviours.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Move & Match: Safety Shuffle Game

Print Move and Match – Safety Shuffle Game cards provided:

- **Signs or Signals** (e.g., Stop, Pedestrian Crossing, Give Way, No Entry, Bicycle Lane)
- **Safe Behaviours** (e.g., "Look both ways before crossing," "Use hand signals when turning," "Obey traffic lights," "Give way to pedestrians")
- **Traveller Type** (Pedestrian / Bike rider / Driver)

See Move and Match – Safety Shuffle Game Rules and Combinations provided for specific details of how to play.

Explain general overview:

Students are each given a card representing either a road sign/signal, a safe behaviour, or a type of traveller. As they move around the room, the teacher calls "Shuffle and Match!" prompting them to form groups of three (one card from each category) that logically connect. Each trio discusses how their cards relate to one another in a real-world road safety scenario. The game promotes critical thinking, collaboration, and reinforces key road safety messages in a fun and active way.

Note: If there are more than 3 students forming a group because they all think they belong there, ask each student to identify how their card links to the other cards. This situation is likely to occur as the game is designed to show that road signs and behaviours are not exclusive to one type of traveller. **Everyone has a responsibility**, whether walking, riding, or driving, to notice signs and act safely.

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

.....

DIFFERENTIATION STRATEGIES

Enable

- **Pre-Match Help:** Before playing, pre-teach a few matching examples and allow students to preview the card deck with a partner to reduce anxiety.
- **Buddy Check:** Allow students to check matches with a teacher or teaching assistant before explaining to peers. Provide sentence scaffolds like: "My card is a ____ and it matches because..."

Extend

- **Design a Card:** After matching, students create a new card (sign, behaviour or traveller) that would extend the set and explain its relevance.
- **Justify Choices:** Challenge students to come up with multiple matches for their card and defend which match they think is the best or most accurate.

4 LESSON PHASE: Independent Application



TIMING: 10 mins

Share Spot the Signs – Spot the difference photos.

Students look at the photos of the same street intersection in Melbourne.

- Photo 1 shows the original scene with all the street signs in place.
- Photo 2 is a copy of the same scene, but some or all of the street signs are missing!

Explain that students must:

1. **Look closely** at both photos and **spot the differences**.
2. When they find a sign nor signal that is missing in Photo 2, students **circle it on the photo** and **write it down** in their journal:
 - What the missing sign was, and
 - What it tells road users to do (the rule or message it gives – for example, "Stop here", "No U-turn", "School crossing ahead").

DIFFERENTIATION STRATEGIES

Enable

- **Pre-printed Images:** Allow students to match the sign picture from a set of printed images and stick it into their journal with a short one-line explanation.
- **Sentence Structure:** Give a framed sentence starter in the journal: "The missing sign is ____ and it tells people to ____."

Extend

- **Deeper Thinking:** Challenge students to consider why each missing sign is important in that particular spot (link to real-life safety consequences).
- **Further research:** Invite students to research or brainstorm other types of signs that could be added to that intersection to improve safety (e.g., speed bumps, pedestrian zones).

LESSON PLAN

Lesson 6: Rules of the Road – Who's responsible?

.....

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Circle Time Reflection

Ask students:

- *What's one new sign or safety tip you learned today?*
- *What responsibility will you remember next time you're on the road or footpath?*
- *Why is it important that road signs and transport systems include everyone in our community?*

Close with a collective statement:

When we all do our part, walkers, riders, drivers, and people of all abilities, our community stays safer for everyone.

DIFFERENTIATION STRATEGIES

Enable

- **Buddy Check:** Allow students more time to unpack the questions and collective statement by working in groups or pairs to discuss their thoughts. Also considering having one generic question rather than the three deeper questions for the group to unpack.

Extend

- **Deeper Thinking:** Challenge students to add another big question or wondering from the unit of work.





LESSON PLAN

Lesson 7: Planning My Journey

LESSON SUMMARY

Students will learn how to plan a safe and practical journey using Victoria's public transport system. They will explore all available transport modes (bus, tram, train, and regional V/Line services) alongside walking and bike-riding. Students will analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities. They'll also explore how to stay safe and behave respectfully in shared travel spaces.

Connection to the Safe Journeys Program – Road Safety Education Victoria

This lesson complements and reinforces the key learning intentions of the [Safe Journeys Program](#) by supporting Year 6 students to become confident, independent, and safe travellers.

The lesson aligns directly with the program's focus on trip planning and safe transport behaviours, offering students further opportunities to apply their road safety knowledge in local and familiar contexts. It serves as a valuable classroom-based extension to the Safe Journeys experience, particularly for those preparing to visit the [Road to Zero](#) Education Complex, and can be used alongside the [Safe Journeys Program Student Road Map](#) to consolidate and track learning.

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



LEVEL

Years 5-6



LESSON NUMBER

7 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Geography
- Mathematics
- Technologies – Digital Technologies



CAPABILITIES

- Critical and Creative Thinking

LESSON PLAN

Lesson 7: Planning My Journey

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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 sedentary behaviour levels in their lives.

Geography

VC2HG6K02 Influence of accessibility to services and facilities on the liveability of places.

VC2HG6S01 Represent the location and features of places and environments using spatial technologies and mapping.

Mathematics

VC2M6M03 Measure, calculate and compare elapsed time; interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys.

Digital Technologies

VC2TDI6D05 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects.



CAPABILITIES

Critical and Creative Thinking

VC2CC6M01 Learning strategies suited to general and specific contexts, including different ways of identifying, expressing and organising key learning, and undertaking spaced practice.

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

VC2CC6M02 Thinking processes suited to different contexts and when and how to use them, including for problem-solving.



PRIOR KNOWLEDGE

- Students have explored types of travel and their environmental and personal benefits.
- They understand key local landmarks and hazards.
- They have basic map-reading and directional skills.

VOCABULARY

Journey planning – Working out the best and safest way to get from one place to another.

Route – The path or way you follow to get somewhere.

Timetable – A list that shows when buses, trains or trams arrive and leave.

Shared space – A place where many people move or travel together, like footpaths, stations, or public transport.

Hazard – Something that could be dangerous or cause harm.

Public transport – Vehicles like buses, trains, trams or V/Line services that everyone can use to get around.



MATERIALS REQUIRED

- Whiteboard and markers.
- Local printed maps (or [Google maps](#) access).
- [Public Transport Timetables](#) Simplified examples.
- [My Journey Planner](#) Worksheet.
- [Journey Scenarios](#) Cards and Suggested Solutions.
- Website links: [Transport Victoria - Journey Planner](#), [Transport Victoria - Timetables](#), [Transport Victoria - Routes](#)

LESSON PLAN

Lesson 7: Planning My Journey

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LEARNING OBJECTIVE

Students will plan a safe and realistic public transport journey using a combination of walking, biking, bus, tram, train or V/Line services. They will learn how to estimate travel time, read a basic timetable, identify safe behaviours, and explain what to do if unexpected changes happen.

SUCCESS CRITERIA

- I can describe different types of public transport in Victoria.
- I can read a simple timetable and use a journey planner.
- I can plan a realistic trip using two or more transport types.
- I can explain what to do if there are delays or changes.
- I know how to behave respectfully and safely on public transport.

TEACHING CONSIDERATIONS

- Ensure a mix of route options are relevant to student experiences (urban, rural, high-traffic areas).
- Be sensitive to students who may not be allowed to travel independently.
- Pair students where appropriate to support planning and confidence.
- Offer route options for students who don't live near the school.

Extend

- Students design a Safe Journey Poster for younger students.
- Time how long a real walking or bike route takes on the weekend.
- Use Google Maps to explore different travel options and compare CO₂ emissions.
- Students create a visual guide to using all 4 transport modes in Victoria.

Enable

- Provide pre-labelled maps or simplified routes.
- Pair with a buddy to help with time and reading support.
- Offer pictorial options for safety scenario responses.
- Provide sentence starters: *"If I miss the bus, I will..."*.

ASSESSMENT

- Review completed My Journey Planner worksheets.
- Observe group discussions and identify use of safety and planning vocabulary.
- Check scenario responses for logical and safe thinking.
- Use questioning to assess confidence and understanding of transport types.

Additional links to support teacher knowledge and student learning:

- [Road Safety Education Victoria - Safe Journeys Program](#)
- [Heart Foundation - Community walkability/Interactive-map](#)
- [Visit Melbourne - cycling trails](#) - website
- [Bicycle Network - How-to-plan-a-bike-route](#)
- [Park IT - Outdoors Victoria](#) - website
- [Community Walkability Checklist](#)

LESSON PLAN

Lesson 7: Planning My Journey



LEARNING CONTINUUM

Focus: Developing journey planning skills using digital tools, understanding transport options and safety and promoting respectful, inclusive behaviour in shared travel spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students learn to plan a safe, realistic journey using active and public transport options. They build skills in reading maps and timetables, identifying hazards, and applying inclusive and respectful behaviours in shared travel spaces.	Student names a transport option and gives a basic route or direction with support. May identify a simple safety tip.	Student uses a map or timetable to plan a realistic journey and can describe basic safety strategies or respectful behaviours.	Student independently plans a multi-step journey using tools and explains time, route, hazards and behaviours that promote safe, inclusive travel.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of transport modes	1. Identify and describe available transport options	1.0 No response or incorrect info	1.1 Names one or two types of transport with support	1.2 Describes 3+ transport types used in Victoria with a relevant example	1.3 Explains how different transport types serve different communities or needs
Journey planning and navigation	2. Plan a multi-step journey using available tools	2.0 No clear journey plan	2.1 Selects a destination and names a basic route	2.2 Plans a realistic journey using a combination of tools (e.g. map + timetable)	2.3 Plans and compares multiple routes and justifies the safest, fastest, or most inclusive option
Understanding of safety strategies	3. Identify what to do when something goes wrong	3.0 No relevant response	3.1 Gives a simple response like "ask for help" or "tell someone"	3.2 Suggests specific actions for transport delays or obstacles	3.3 Gives detailed, flexible responses and shows confidence in handling unexpected changes
Respectful travel behaviours	4. Describe how to behave respectfully in shared travel spaces	4.0 No response or irrelevant	4.1 Gives one example with prompting	4.2 Lists two or more behaviours that show respect and safety	4.3 Links behaviours to inclusion and wellbeing of others (e.g. accessibility, priority seating, ramps, space awareness)
Critical and creative thinking	5. Respond to a "what if" travel scenario with a logical solution	5.0 No attempt	5.1 Gives a basic response (e.g. "catch the next bus")	5.2 Explains a reasonable plan that shows clear problem-solving	5.3 Offers creative or community-minded solutions, considers multiple options, or explains how to help others in the same situation

LESSON PLAN

Lesson 7: Planning My Journey

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Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Brainstorm: *If you had to walk or ride to a friend's house or school by yourself, what would you need to know? What would you need to think about before you left home?*

Record responses on the board.

Discuss: Travel time, route they would take, safety considerations and transport mode options.

Introduce the concept of 'Walkability' - *Walkability refers to how friendly a place is for walking. It considers factors such as:*

- **Street Connectivity:** A well-connected network of streets with sidewalks, crossings, and pedestrian-friendly designs encourages walking and makes it easier to get around
- **Pedestrian Safety:** Factors like traffic volume, speed limits, pedestrian crossings and street lighting play a crucial role in ensuring safe walking conditions.
- **Comfort:** Features like shade from trees, comfortable sidewalks, and attractive streetscapes can enhance the walking experience

Discuss how 'Walkable' the local community is, using the above factors.

Review the 4 main public transport modes in Victoria and which ones are available and accessible in your community.

- Bus
- Tram
- Train (Metro)
- V/Line Train

Ask: *Why might someone in your community choose public transport?*

Record responses on the board.

Ask:

1. *What could make travel difficult for some people in our community, like people who use wheelchairs, have low vision, or need extra time to get around?*
2. *What might help them feel safer and more included when using public transport?*

Discuss the concept of "transport equity". The idea that everyone should be able to travel safely and confidently, regardless of their ability.

Introduce journey planning as a skill that helps keep us safe, on time, and confident to travel independently.

DIFFERENTIATION STRATEGIES

Enable

- **Visual support:** Provide a visual prompt sheet with icons and words (e.g. road sign, footpath, train, wheelchair access) to support brainstorming for students with lower literacy or EAL needs.
- **Collaboration:** Allow students to talk in pairs first before sharing with the class to reduce anxiety and support idea development.

Extend

- **Deeper Thinking:** Ask students to consider how transport issues might differ in rural vs. urban communities and why.
- **Community Checklist:** Invite students to explore the [Heart Foundation - Community walkability/Interactive-map](#) and rate the walkability of parts of their local area or regular walking route.

LESSON PLAN

Lesson 7: Planning My Journey

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2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins




Activity 1: Walking and bike riding route planning.

Display a local area on [Google maps](#).



Explore the map and identify some local landmarks.

Model how to plan a walking and bike riding route from school to a common local place (e.g. park, pool, sport courts, supermarket etc...) by highlighting the 'walking' and 'cycling' travel mode options. Compare travel times. For Example:

Start or stop navigation instructions:

1. Open the [Google maps](#) app.
2. Search for a place or tap it on the map.
3. In the bottom left, tap **Directions**. 
4. Add your start location.
5. Choose your mode of **transportation**:
 - To get walking directions, tap Walking 
 - To get bike riding directions, tap Cycle 

Note: To explore other travel modes, use the following:

- To get driving directions, tap Driving 
- To get public transport directions, tap Transit 

View the estimated travel time on the map.

Identify safe crossings, traffic lights, bike lanes, shaded paths etc...

Tip: Using the **cycling map layer**:

- To help guide your route planning **Google Maps** recommend adding the '**biking layer**' (under map details) to your map for an overview of existing bike lanes and trails.
- While the entire bike network is not fully covered, you'll often be able to use the feature to find an alternative (and sometimes more efficient) option running nearby Google's suggested directions.

Guide students to consider accessibility as well as efficiency.

Discuss the importance of inclusive infrastructure, like wide bike lanes or accessible crossings.

Activity 2: Public Transport route planning.

Demonstrate planning a trip to a real destination travelling on different forms of public transport.

Use [Transport Victoria - Journey Planner](#) to explore different routes. For example:

- **Determine** a starting point – e.g. Current location
- **Enter** a destination point – e.g. Flinders Street Station, Melbourne
- **De-select** the modes of transport you are not looking for, leaving one or more options highlighted. i.e. Bus/Tram/Train/V-Line/Coach/SkyBus
- **Explore** each journey route presented.
- **Click** on one of the route options to explore details of the journey.
- **Identify** and **compare** the estimated travel time for each route option.

LESSON PLAN

Lesson 7: Planning My Journey

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Display and **explore** the [Transport Victoria - Timetables](#) page - select a mode of transport and a local line or route.

Explain key parts:

- Departure/arrival times
- Line or route number
- Stops along the way
- Key/Legend

Identify symbols or information that show accessibility features on services or stops/stations.

Explain that accessibility is not just physical – it also includes communication, signage, and service awareness.

Display and **explore** the [Transport Victoria - Routes](#) page - select the **same** mode of transport and local line or route as the timetable above.

Click on various stops to see real-time scheduled services, transport vehicle locations and travel times.

Click on other links on the page to investigate further details and information available. For example:

- Link to Timetables
- Link to Plan Journey
- Travel Alerts
- Stop/Station information

DIFFERENTIATION STRATEGIES

Enable

- **Step-by-Step Scaffolds:** Provide a simplified Google Maps step-by-step guide with visuals for students to follow along. Highlight key icons and safety features in colour.
- **Visual Supports:** Allow students to follow the route planning process with the teacher and complete a partially-filled worksheet (e.g. travel mode already selected, destination provided).

Extend

- **Inclusive Route Analysis:** Students work in pairs to identify not just the route, but also how they'd communicate it to someone who is blind or has mobility limitations (e.g. describe tactile paths, lifts, etc.).
- **Justification:** Ask students to compare the route chosen by Google with a potentially safer or more inclusive route and justify their choice.

3 LESSON PHASE: Guided Practice



TIMING: 15 mins

In pairs, students plan two different journey routes:

1. A local walking or cycling journey from their school to a point of interest **in** their community using Google Maps
Students **record** distance and travel time for their route.

Encourage students to identify major landmarks, any hazards or road rules and signs that travellers should be aware of.

Discuss in pairs: *Which is the safest route? Why?*

2. A longer distance journey from their school to a point of interest **outside** their community on any mode of public transport available.

Students **record** distance and travel time for their route.

LESSON PLAN

Lesson 7: Planning My Journey

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DIFFERENTIATION STRATEGIES

Enable

- **Partnered Scaffolding:** Provide a scaffolded map handout with a legend already labelled and one journey partially planned for them to complete.
- **Pre-labelled Maps:** Pair students with more confident map readers to complete tasks together.

Extend

- **Creative Route Presentation:** Students create a short video/audio tour explaining the chosen route with safety and accessibility features highlighted.
- **Design Suggestions:** Encourage students to identify and suggest improvements to current travel infrastructure based on their map observations.
- **Alternative suggestions:** Students outline adjustments to their routes to respond safely to weather events such as extreme heat or flooding.

4 LESSON PHASE: Independent Application



TIMING: 10 mins

Students individually complete the My Journey Planner worksheet.

Hand out two Journey Scenarios Cards to each student. Examples include:

1. *The train you wanted to catch is cancelled. What is your back-up plan?*
2. *Your bike tyre is flat and you're half way to school. What should you do?*
3. *The footpath is blocked. What should you look for?*
4. *You missed your bus. What could you do?*

Students write or draw an alternative plan / solution for each one in their journal.

Encourage students to ask themselves: *What could I do? Who could I contact?*

Emphasise personal safety, confidence, and asking for help.

DIFFERENTIATION STRATEGIES

Enable

- **Scenario-Based Visual Prompts:** Offer students visual scenario cards and allow oral responses or drawings instead of writing if preferred.
- **Flexible Response Options:** Students can use sentence starters to help scaffold their responses (e.g. "If this happened, I would...").

Extend

- **Student-Generated Scenarios:** Ask students to generate their own "What would you do if...?" scenarios based on their experience and answer those.
- **Creative Problem Solving:** Students can write a short script or comic strip showing them solving a journey challenge.

LESSON PLAN

Lesson 7: Planning My Journey

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5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Whole-class circle time: *What's something you learned that will help you next time you travel?*

Ask: *What's one way we can show respect to others when walking, riding, or catching public transport?*

Prompt ideas:

- Give up priority seating for someone who needs it.
- Don't block ramps or tactile indicators on the footpath.
- Let people get on or off transport before you board.

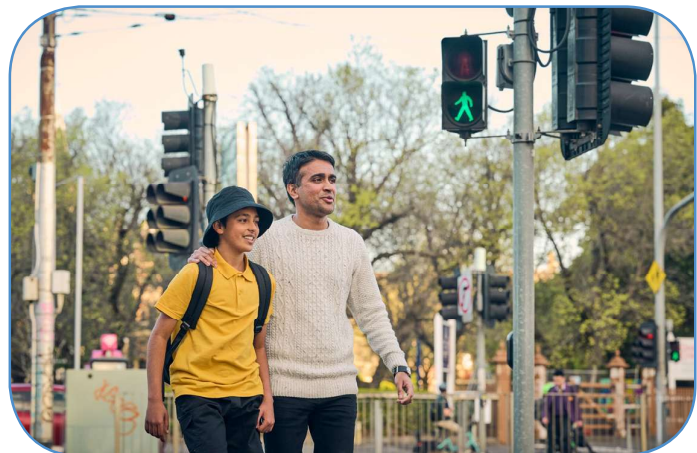
DIFFERENTIATION STRATEGIES

Enable

- **Choice-Based Reflection:** Use a talking stick or object to help students know whose turn it is to speak; allow students to pass if they prefer.
- **Symbol Drawing:** Students can draw their learning on a "journey reflection" card with icons (e.g. happy face, bus, helping hand) to symbolise what they learned.

Extend

- **Personal Examples:** Ask students to give an example of when they showed respect or inclusion in their own travels outside school.
- **Class-Wide Pledge:** Invite students to write a class pledge about inclusive, respectful travel and display it in the classroom.





LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

LESSON SUMMARY

In the final lesson of the Journey Smart unit, students will consolidate their learning about active travel and its environmental, social, and health benefits. They will demonstrate their understanding by creating a persuasive campaign that encourages a target audience in their community to choose active travel more often. Using creativity, teamwork, and advocacy skills, students will design posters, slogans, social media posts, presentations, or short videos to spread their message and inspire change.


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

LEVEL
 **Years 5-6**

 **LESSON NUMBER**
8 of 8

 **LESSON LENGTH**
60 minutes

CURRICULUM AREAS

LEARNING AREAS


- Health and Physical Education
- English
- Geography

CAPABILITIES


- Critical and Creative Thinking

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

.....

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

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.

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

English

VC2E6LY07 analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences.

VC2E6LY09 create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate.

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.



CAPABILITIES

Critical and Creative Thinking

VC2CC6Q02 The importance of setting aside preconceptions; strategies for setting preconceptions aside when generating and evaluating alternative ideas and possibilities.

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

VC2CC6R01 Ways to identify, structure and communicate an argument that uses sub-arguments leading to a main conclusion.

VC2CC6M02 Thinking processes suited to different contexts and when and how to use them, including for problem-solving.



PRIOR KNOWLEDGE

- A strong understanding of active travel and its benefits.
- Awareness of emissions, pollution, sustainability, and climate change.
- Experience with interpreting emissions data, mapping travel, and identifying safe travel practices.

VOCABULARY

Advocate – a person who supports or recommends a cause.

Campaign – a planned set of actions to achieve a goal.

Sustainability – protecting resources and the environment for the future.

Emissions – gases released into the air that can cause pollution.

Active travel – getting around using your own energy (e.g., walking, riding).

Target audience – the group of people you want to influence.

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

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MATERIALS REQUIRED

- Whiteboard and markers.
- Paper, coloured markers, A3 paper.
- [Active Travel Promotion Action Plan](#) worksheet.
- [Active Travel Websites and Resources](#) links.
- Example campaign materials (e.g., print ads, short videos, slogans).
- Access to Google Maps.
- Video: [National Ride to School Day 2025 - Better Streets Australia](#)
- Websites:
 - <https://www.vichealth.vic.gov.au/sites/default/files/WTS-2022---council-comms-kit.pdf>
 - bicyclenetwork.com.au/rides-and-events/ride2school/
 - bicyclenetwork.com.au/ride2school/ride2school-day/
 - vichealth.vic.gov.au/campaigns-initiatives/walk-to-school-resources
 - [Transport Vic - Safe crossings, safe kids](#)
 - [Transport Victoria - Walking with Children](#)
 - [AusBike Digital: Bring Bike Education to Your Classroom | AusBike](#)
 - [Bike Education program](#)

LEARNING OBJECTIVE

Students will use their knowledge of active travel and its benefits to design and present a campaign aimed at encouraging others in their school or local community to travel actively whenever possible.

SUCCESS CRITERIA

- I can identify a clear target audience and message for my campaign.
- I can explain how active travel helps our health, community and the planet.
- I can create a visual or digital product that encourages others to choose active travel.
- I can work respectfully and creatively with others to advocate for positive change.

TEACHING CONSIDERATIONS

- Allow choice and creativity to increase engagement.
- Provide scaffolded options for different learners (e.g., templates, sentence starters).
- Emphasise that all forms of Active Travel matter - walking part-way, carpooling, or taking public transport are all worth promoting.
- Ensure digital safety and group collaboration guidelines are clear.

Extend

- Launch a *real* campaign: share top posters on the school website or in the local community.
- Invite a local council or transport representative to view student work and talk about how kids can make an impact.
- Use persuasive writing time in English to write letters to local decision-makers and community members.

Enable

- Partner less confident writers with peers for shared creation.
- Offer sentence stems for slogans (e.g., "Choose to move because...").
- Provide a simplified planning sheet with visuals for those with additional needs.
- Use teacher or aide conferencing to support idea development and task completion.

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

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ASSESSMENT

- Observe group collaboration and communication.
- Review Campaign Planning Template for clarity of ideas and connections to key learning.
- Assess the final campaign product using a simple rubric (persuasive message, accuracy of facts, creative presentation, relevance to audience).
- Ask students to self-assess their contribution and understanding using a reflection slip.

Additional links to support teacher knowledge and student learning:

Kids Active Travel Program

This program, run by [Sport and Recreation Victoria](#), provides funding for schools to implement active travel initiatives and aims to establish positive travel habits from a young age.

The program encourages primary school aged children to choose active travel options when traveling to and from school to establish positive physical activity behaviours and develop physical literacy skills.

Read about [Success Stories](#) such as: [New trails get Victorians walking and rolling together](#).

For program information, see our [Kids Active Travel Program page](#)



Get Active Victoria is the Victorian Government's flagship physical activity initiative, to support Victorians to move more, every day.

For more information, visit the [Get Active Victoria](#) page.



Bicycle Network's Ride2School Program:

The [Ride2School Program](#) is a nationwide program that enables students to get physically active on their journey to school. This program supports schools across Australia, including Victoria, in developing a healthy active travel culture. It works with schools and councils to implement street closures for cars and promote safe travel environments for students.



Walk to School:

[VicHealth](#) promotes walking to and from school during November, encouraging Victorian children and families to make active travel a habit. The Walk to School initiative is all about getting kids in the habit of walking to school, helping them feel great and lead healthy, active lives into the future.



Transport Victoria Projects:

The Victorian government invests in projects to improve walking and bike riding infrastructure. This includes better lighting for bike riding corridors, new shared bike paths, and pedestrian crossings. [Transport Victoria](#) offer a [Safe Routes to School](#) program where councils, schools, and not-for-profit organisations can access funding for school projects focused on road safety and active travel.

* continued overleaf

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!



Road Safety Education Victoria:

The Victorian Government offers a range of free, evidence-based road safety education programs across all learning stages, from early childhood to learner driver. These programs include incursions, excursions and online interactive learning initiatives. [Primary School programs](#) and [Secondary School programs](#) including information about the [Road to Zero](#) education complex can all be accessed quickly and easily.

[Road Safety Education Vic - Promoting Safe Walking & Cycling](#) (Lesson Plan)

TAC Road Smart Interactive is a new, evidence based, highly interactive road safety education program that is free for all Victorian Secondary Schools. The Road Smart Interactive program is primarily designed for Years 9-11 and VCE Vocational Major students and includes resources and experiences suitable for the broader school community.

The Bike Ed program is a program that gives children and adults the opportunity to learn about safe riding behaviours, road rules and riding in a shared environment. Bike Ed uses practical lessons to ensure riders have the physical abilities to ride safely and older students to ride independently.



LEARNING CONTINUUM

Focus: Applying understanding of health, environmental, and social impacts of travel to create persuasive, inclusive campaigns that promote active travel in the community

Learning Continuum	Phase 1	Phase 2	Phase 3
Students apply knowledge of the benefits and barriers of active travel to design a persuasive campaign. They demonstrate an understanding of environmental, community, and personal impacts, and work collaboratively to create a message that influences others.	Student identifies a basic benefit of active travel with support. Campaign idea is simple and lacks clear focus. Persuasive techniques and audience awareness are minimal.	Student describes multiple benefits and presents a message with some persuasive elements. Audience is identified, and campaign includes accurate information.	Student explains active travel benefits across health, environment, and community. Campaign is well-structured, persuasive, inclusive, and clearly tailored to the audience. Shows understanding of advocacy and impact.

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of audience	1. Identify and target a clear audience for the campaign	1.0 No audience identified or audience is unclear	1.1 Names a general audience with prompting	1.2 Clearly identifies a target group relevant to the message	1.3 Tailors message to suit audience needs and interests
Persuasive communication	2. Develop a convincing message and slogan	2.0 No clear message or slogan provided	2.1 States a basic message or slogan with limited persuasiveness	2.2 Uses relevant facts and persuasive language	2.3 Message is creative, memorable, and emotionally engaging
Visual, written or digital communication	3. Create a campaign product that effectively communicates the message (e.g. poster, video, presentation, or article)	3.0 Campaign is incomplete or does not reflect the intended message	3.1 Campaign uses basic layout or structure with limited clarity (e.g. simple poster or unstructured draft)	3.2 Campaign (e.g. poster, short video, oral presentation, or article) is clear, engaging, and supports the message	3.3 Campaign is highly polished and suited to real-world contexts with strong communication and design elements
Inclusivity and accessibility	4. Represent diverse travel needs and include others in campaign messaging	4.0 No evidence of inclusive thinking	4.1 General or tokenistic reference to diversity	4.2 Message includes people of differing abilities or backgrounds	4.3 Message promotes inclusive, safe travel options for all
Collaboration and creativity	5. Work respectfully with others to plan and develop campaign	5.0 Did not participate or disrupted the group	5.1 Participated with prompting or support	5.2 Shared ideas and contributed constructively	5.3 Showed initiative, encouraged others, and led creative decision-making

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Show this short sample campaign video [National Ride to School Day 2025 - Better Streets Australia](#)

Share and explore the following websites and resources:

<https://www.vichealth.vic.gov.au/sites/default/files/WTS-2022---council-comms-kit.pdf>

bicyclenetwork.com.au/rides-and-events/ride2school/ (website)

bicyclenetwork.com.au/ride2school/ride2school-day/ (website)

vichealth.vic.gov.au/campaigns-initiatives/walk-to-school-resources (website)

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

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Ask:

- Who is the audience for these campaigns?
- What messages are they trying to get across?
- What makes each one effective?

Recap student learnings from the lessons in this unit of work that have been taught. For instance:

- The environmental impact of transport.
- Active travel safety and planning.
- How travel choices affect our future.
- Why people do or don't choose active transport.

Pose the challenge:

Now it's your turn to make a difference. You'll create your own campaign to inspire others to travel actively!

Challenge students to consider how their campaign will include and represent people of all abilities.

Encourage students to reflect on whether different types of active travel (e.g., using a wheelchair, modified bike, or mobility scooter) are visible in campaigns and media.

DIFFERENTIATION STRATEGIES

Enable

- **Summarise:** Provide a simple sentence summary of the video beforehand and give students a visual checklist of what to look for.
- **Visual Support:** Prepare a mind map or share previous lesson handouts to prompt recall and assist discussion.

Extend

- **Deeper Thinking:** Ask students to add one new idea or reflection from personal experience to the recap.
- **Identify barriers:** Ask students to identify those in the school community who might resist active travel and how their campaign might influence them.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Model a Campaign Planning Template:

- Step 1: Who do you want to target? (e.g., parents and carers, younger students, school leaders, neighbours)
- Step 2: What do you want them to do?
- Step 3: What facts will you use to convince them?
- Step 4: What kind of product will you make? (poster, digital ad, short video, infographic, assembly presentation, newsletter article etc.)

Display examples on the board or show videos and posters if available

[Transport Vic - Safe crossings, safe kids](#) (website with poster examples)

DIFFERENTIATION STRATEGIES

Enable

- **Multiple Options:** Provide 3–4 audience options with pictures to choose from.
- **Visual Support:** Provide visual examples or templates for posters or videos.

Extend

- **Deeper Thinking:** Students list short- and long-term behaviours they want to influence.
- **Separate Research:** Challenge students to research or use new data not provided.

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

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3 LESSON PHASE: Guided Practice



TIMING: 15 mins

Students begin campaign planning using the [Active Travel Promotion Action Plan](#) worksheet (alone, in pairs, or small groups).

Teacher walks around the room, asking:

- *What is the key message of your campaign?*
- *What facts will you include to make it convincing?*
- *Why do you think your audience will respond to your idea?*

Encourage students to think about accessible transport routes, safe crossings for people with low vision, and the importance of universal design in streets and schools.

DIFFERENTIATION STRATEGIES

Enable

- **Peer Support:** Suggest starting in pairs; offer mini-conferences with teacher for scaffolding.

Extend

- **Multiple Messages:** Ask students to consider multiple audiences and how they'd adapt messaging.

4 LESSON PHASE: Independent Application



TIMING: 20 mins

Students create their campaign product.

- Posters
- Digital campaigns: iPads/laptops for slideshows, short videos or Canva posters
- Oral presentations: record a short persuasive pitch

Encourage students to rehearse and edit their work, adding persuasive language, visuals, or slogans.

DIFFERENTIATION STRATEGIES

Enable

- **Peer Support:** Offer a peer-editing checklist with icons.

Extend

- **Multi-modal presentations:** Allow students to create multi-format campaigns (e.g., video with poster + speech).

LESSON PLAN

Lesson 8: Pitch It, Promote It, Practice It!

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LESSON PHASE: Review / Reflection



TIMING: 5 mins

Gallery Walk: Display campaign products if completed and allow students to circulate and view each other's work.

If more time is required, allow students to spend time with each other, sharing and discussing their campaigns. Promote collaboration through idea sharing and feedback.

Whole-class debrief:

- *What are you enjoying about creating your campaign?*
- *What do you hope your audience will learn or do?*
- *How might we all share the campaign beyond our classroom?*
- *Why is it important that active travel campaigns represent everyone in the community?*

Consider recording or presenting top campaigns at assembly or to another class.

DIFFERENTIATION STRATEGIES

Enable

- **Additional Time:** Give students time to write down ideas before speaking, or use small group debriefs.

Extend

- **Evaluation and Analysis:** Ask students to evaluate each campaign product using a rubric (e.g., clarity, persuasiveness, creativity).

