



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

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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.



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](#)

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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

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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



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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.



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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.

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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.