



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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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.

