



## 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

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## 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.

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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/](https://bicyclenetwork.com.au/rides-and-events/ride2school/)
  - [bicyclenetwork.com.au/ride2school/ride2school-day/](https://bicyclenetwork.com.au/ride2school/ride2school-day/)
  - [vichealth.vic.gov.au/campaigns-initiatives/walk-to-school-resources](https://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.

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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.

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#### 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.

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#### 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/](https://bicyclenetwork.com.au/rides-and-events/ride2school/) (website)

[bicyclenetwork.com.au/ride2school/ride2school-day/](https://bicyclenetwork.com.au/ride2school/ride2school-day/) (website)

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

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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.

2

**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.

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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).

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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).

