



## UNIT OVERVIEW

# TRAVEL WISE - Empowering independence through active, safe and sustainable travel

## Why teach this unit?

As young people enter adolescence, their desire for independence grows, especially when it comes to getting to and from school, sport, and social activities. Equipping students with the knowledge and skills to travel actively, safely and responsibly not only builds confidence, but helps form habits that support health, wellbeing and sustainability.



### LEARNING AREAS

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



### CROSS-CURRICULUM PRIORITIES

- Sustainability
- Country and Place



### CAPABILITIES

- Critical and Creative Thinking
- Personal and Social Capability
- Civics and Citizenship



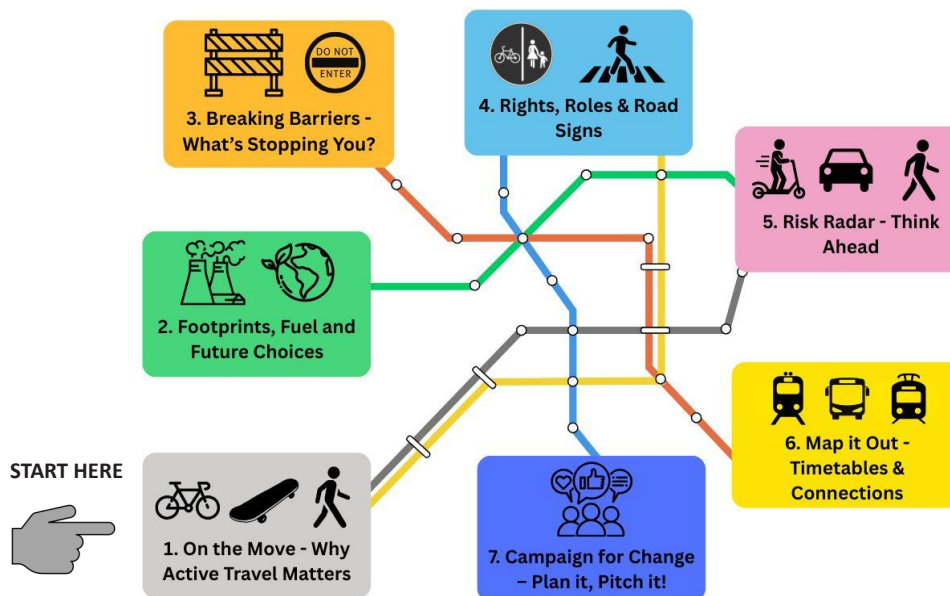
### ACKNOWLEDGEMENT

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**Travel Wise** is a flexible and engaging unit that empowers Year 7–8 students to critically explore how their travel choices impact themselves, their communities, and the planet. The first lesson sets a foundation for core ideas, but teachers can choose to deliver any of the lessons in an order that suits their students' needs and curriculum focus. The unit also supports student voice and peer learning through collaboration, creative tasks and real-world applications.

This unit helps students:

- Understand the physical, mental and environmental benefits of active travel.
- Identifying enablers that promote safe travel.
- Analyse barriers that prevent young people from travelling actively and safely.
- Build practical knowledge of journey planning, safety awareness and shared travel spaces.
- Explore their rights and responsibilities as road and path users.
- Enhance confidence and leadership skills through problem-solving, advocacy and campaign design.

Whether you deliver one lesson or the full sequence, **Travel Wise** provides students with essential tools to navigate their world safely, sustainably and with independence.



## PROGRAM STRUCTURE

Lesson 1: On the Move – Why Active Travel Matters

Lesson 2: Footprints, Fuel and Future Choices

Lesson 3: Breaking Barriers – What's Stopping You?

Lesson 4: Risk Radar – Think Ahead

Lesson 5: Rights, Roles & Road Signs

Lesson 6: Map it Out – Timetables and Connections

Lesson 7: Campaign for Change – Plan it, Pitch it!

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**What do year 7/8 students need to know to be active, empowered, independent and safe travellers?**

### **What is Active Travel?**

- Walking, riding, scooting and using public transport are all forms of active travel.
- Part-way is okay – combining active travel with car or public transport still counts.
- Being an independent traveller means making informed and safe decisions about how and when you travel.

### **Benefits of active travel - health, community and environmental**

- How regular active travel supports physical and mental health and builds individual independence and confidence.
- Understanding the community benefits: safer, friendlier streets, less traffic congestion.
- Exploring the link between active travel and environmental sustainability (less pollution, reduced emissions, climate action).

### **Carbon Footprint, Transport Modes and Climate Impact**

- How different transport choices impact the environment – comparing emissions from walking, cars, trains, trams, and buses.
- How ride-sharing, public transport and trip planning can reduce your individual carbon footprint.

### **Personal Safety and Risk Awareness**

- Recognising different types of travel hazards (e.g., social, behavioural and environmental)
- Strategies for safer solo travel: staying alert, planning ahead, staying connected via phone.
- Using tech safely – avoiding distractions from phones/headphones while walking or crossing.

### **Rules and Responsibilities of Travellers**

- Understanding your responsibilities as a pedestrian, bike rider, scooter rider or public transport user.
- Knowing and respecting road signs, traffic signals, helmet laws and public transport etiquette.
- Awareness of shared paths, tram stops and how to report unsafe incidents or behaviours.

### **Journey Planning and Travel Skills**

- Choosing the safest, fastest or most efficient route using real maps or apps.
- Reading and interpreting public transport timetables and service alerts.
- Planning for delays, diversions or missed buses/trains.
- Using journey planner tools or apps (e.g., Google Maps, PTV app).

### **Hazard Identification and Management**

- Spotting and assessing potential hazards like roadworks, reckless drivers, isolated paths, or busy intersections.
- Strategies to avoid or manage those risks – choosing alternate routes, adjusting timing or seeking help.
- Balancing independence with smart risk-taking and decision-making.

### **Barriers and Enablers to Active Travel**

- Understanding why some teens choose not to actively travel (e.g., peer pressure, safety concerns, lack of access).
- Identifying personal, social and environmental factors that enable or discourage active travel.
- Exploring ways to overcome common barriers, including advocacy for safer routes or improved infrastructure.

### **Promotion and Advocacy**

- Creating campaigns to encourage more young people to choose active and sustainable travel.
- Using social media, school events, or visual communication to influence others.
- Identifying who you can influence (friends, family, school, community) and how.