



## LESSON PLAN

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



## LESSON SUMMARY

Students analyse what prevents or enables young people to actively travel in their community. Using deeper reflection and peer collaboration, they explore complex barriers such as cultural norms, family dynamics, digital distraction, time pressure, and personal safety. They complete a 'Barrier Mapping Grid' and co-design solutions. The lesson concludes with students setting a goal that reflects their values, responsibilities, and barriers.

## SEQUENCE TITLE:

TRAVEL WISE – Empowering independence through active, safe and sustainable travel



### LEVEL

Years 7-8



### LESSON NUMBER

3 of 7



### LESSON LENGTH

50 - 60 minutes

## CURRICULUM AREAS



### LEARNING AREAS

- Health and Physical Education
- Humanities - Geography



### CAPABILITIES

- Critical and Creative Thinking
- Personal and Social Capability

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#### Victorian Curriculum 2.0 Content Descriptions



##### LEARNING AREAS

###### Health and Physical Education

**VC2HP8P01** Analyse and reflect on the influence of values and beliefs on the development of identities.

**VC2HP8P10** Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.

**VC2HP8M07** Design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

###### Humanities - Geography

**VC2HG8K07** The distribution and influence of accessibility to services and facilities on people's perceptions of the liveability of places.



##### CAPABILITIES

###### Critical and Creative Thinking

**VC2CC8Q03** Strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources.

**VC2CC8M01** Ways to select, use and reflect on general and context-specific learning strategies.

**VC2CC8M03** Development of criteria for evaluating a range of proposed solutions; ways to incorporate new knowledge.

###### Personal and Social Capability

**VC2CP8S01** Recognise emotional complexity and its causes and consequences.

**VC2CP8S04** Strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies.



##### PRIOR KNOWLEDGE

- Understanding of different modes of active travel and basic reasons people might choose or avoid them.
- Familiarity with the concept of personal barriers such as time, distance and safety and the idea that different people have different life circumstances.
- Basic collaboration and discussion skills, including working in pairs and small groups and sharing ideas respectfully.
- Awareness of their own daily travel routines and habits, and some capacity for personal reflection or goal-setting.

##### VOCABULARY

**Barrier** – Something that blocks or slows down your ability to actively travel.

**Enabler** – Something that makes active travel more possible or attractive.

**Contextual factors** – Circumstances such as location, time, family rules or physical environment that influence decisions.

**Systemic barrier** – External structures outside of personal preferences or individual choices (e.g. urban design, school schedules, rules) that impact our ability to actively travel.

**Agency** – The power to make choices and take action.

**Compromise** – A solution that balances competing needs.

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#### MATERIALS REQUIRED

- Whiteboard and markers.
- [Barrier Profile Cards and Questions](#).
- [Barrier Mapping Grid Worksheets](#).
- [My Travel Change Goal Worksheets](#).
- Video: [Removing barriers on the National Cycle Network: Sam's story](#)

#### LEARNING OBJECTIVE

Students will analyse the social, personal, and systemic factors that impact active travel and set a personal goal informed by this insight.

#### SUCCESS CRITERIA

- I can explain how different barriers affect different people in different ways.
- I can suggest realistic strategies to work around a barrier.
- I can reflect on my context and create a meaningful travel goal.

#### TEACHING CONSIDERATIONS

- Respect privacy and diversity – some barriers may relate to family finances, safety, or mental health.
- Foster inclusive, non-judgmental dialogue – students should feel safe to reflect and share.
- Encourage students to think beyond themselves and consider community-wide perspectives.

#### Extend

- Encourage students to investigate and compare active travel barriers in different settings (e.g. rural vs urban, younger kids vs teens, different cultural groups).
- Invite students to become "support buddies" or travel goal mentors, providing feedback, encouragement and creative suggestions to peers working on their goals.

#### Enable

- Provide a barrier-themed word bank (e.g. time, routine, traffic, weather, safety) and visual icons or diagrams to support comprehension and vocabulary for all tasks and discussions.
- Give extra processing time and use Think-Pair-Share strategies regularly before whole-class sharing to build confidence and help students prepare their thoughts.

#### ASSESSMENT

- Observation of group collaboration and solution depth.
- Completed [Barrier Mapping Grid](#).
- Completed [My Travel Change Goal worksheet](#).
- Responses during class discussions and group activities.

#### Additional links to support teacher knowledge and student learning:

- [Active Schools - Active Travel](#) (website)

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#### LEARNING CONTINUUM

**Focus:** Analysing personal, social and systemic barriers to active travel, evaluating inclusive strategies and setting goals that promote independence, wellbeing and community engagement through sustainable travel choices.

Learning Continuum	Phase 1	Phase 2	Phase 3
<p><b>Students investigate the influences that impact their travel choices and identify how values, barriers and contextual factors shape active travel behaviour. They explore strategies to make informed, inclusive decisions and set goals to shift travel habits.</b></p>	<p>Student recognises a personal barrier to active travel with support. Can describe a simple enabler or influence. Responses show limited connection to others or community impacts.</p>	<p>Student describes how personal, social or systemic factors can enable or restrict active travel. Recognises different experiences and begins to suggest inclusive solutions.</p>	<p>Student analyses complex factors that shape active travel choices across personal and community contexts. Justifies inclusive strategies and demonstrates critical thinking in setting a meaningful, realistic goal.</p>

#### ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
<b>Understanding of influences on travel behaviour</b>	1. Identify and explain a personal, social or systemic barrier to active travel	1.0 No response or irrelevant answer	1.1 Names a basic barrier with limited explanation	1.2 Explains a barrier with reference to its source (e.g. personal routine, community infrastructure)	1.3 Analyses the barrier and recognises how it impacts different people or groups
<b>Critical and Creative Thinking</b>	2. Suggest a realistic and inclusive strategy to address a barrier	2.0 No suggestion or unrelated solution	2.1 Suggests a simple or personal solution	2.2 Suggests a practical and inclusive solution considering broader context	2.3 Suggests a creative, multi-step solution that promotes equity and shared responsibility
<b>Goal-setting and agency</b>	3. Set and justify a personal travel change goal	3.0 Goal unclear or unrealistic	3.1 Goal is simple or short-term, with limited justification	3.2 Goal is realistic, connected to personal context, and includes a basic reason for choice	3.3 Goal is meaningful and values-based, includes support strategies and demonstrates self-agency
<b>Evaluating impacts</b>	4. Describe how their goal could support others or the community	4.0 No connection made	4.1 Identifies a general benefit to others	4.2 Describes how the change could support inclusiveness or community health	4.3 Explains how their goal aligns with sustainability, safety or liveability in the wider community

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#### ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and Social Capability	5. Contribute to group thinking and inclusive problem-solving	5.0 No contribution or off-task behaviour	5.1 Shares a basic idea when prompted	5.2 Contributes relevant ideas and collaborates respectfully	5.3 Demonstrates leadership or initiative in group discussions, building on others' ideas to co-create solutions

#### Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

**Discussion prompt:** What usually stops you from walking, riding or catching the bus to school?

**Write** the following categories on the board:

- Time
- Distance
- Family routine
- Safety
- Motivation
- Other

**Conduct** a poll with students adding a tick under the category which matches their response.

**Discuss** all categories and unpack the top 3 responses by asking:

- Why are these barriers different for everyone in our class?
- Do we have control over these barriers, or not?
- Which ones do we and don't we have control over? Are these the same for everyone?

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Use Visual Prompts:** Provide a short list of barrier examples with visual icons or photos and ask students to circle what relates to them.
- **Sentence starters:** Use sentence starters or word banks when discussing in pairs (e.g. "It's hard for me to walk to school because...").

##### Extend

- **Add a Justification Box:** Ask confident students to write one sentence justifying their sticky dot choice and stick it next to the category for class discussion.
- **Compare & Contrast:** Invite students to compare their barriers to someone else's and explore how circumstances vary across communities.
- **Compare & Contrast:** Student who use active transport share what they did to overcome barriers to support peers.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

**Explain** the concept of **Systemic barriers** to active travel:

These are broad, societal factors that make it difficult for people to choose walking, bike riding, or other forms of active transportation for their daily journeys. These barriers are not just personal preferences or individual choices, but rather are ingrained in the design of our communities, policies, and social norms. They can include things like lack of safe and accessible infrastructure, social perceptions of safety and the convenience of car-centric environments.

**Show** video - [Removing barriers on the National Cycle Network: Sam's story](#)

**Discuss** Sam's story and how she overcame the systemic barrier to active travel.

**Brainstorm** any other barriers to active travel that haven't been listed on the board and add them to the whiteboard.

Examples could include:

- Unsafe bike paths, walking tracks and crossings
- Lack of footpaths
- Road safety issues/traffic conditions & congestion
- Lack of bicycle skills and confidence
- Lack of bike/scooter parking facilities at school
- School bags are too heavy
- Low rates of active travel at school
- Parents are not engaged or supportive of active travel to school.
- Large family with young siblings who can't walk yet.
- Wet weather
- Lack of experience and confidence traveling on Public Transport.

**In pairs**, students complete a [Barrier Mapping Grid](#) worksheet and add any other barriers discussed that aren't on the worksheet.

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Provide a Barrier Word Bank:** Give a word/picture support sheet with the barrier examples and meanings to scaffold brainstorming and recording.
- **Small group discussions:** Pause video midway to check comprehension and allow students to discuss what's happening in small groups.

##### Extend

- **Categorisation Challenge:** Ask students to group the barriers into "personal," "family," "community" and "infrastructure" and explain their reasoning.
- **Mini-Research Task:** Invite interested students to look up a local travel initiative (e.g. bike lanes or school crossing upgrades) and connect it to a barrier on the list.

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LESSON PHASE: Guided Practice



TIMING: 15 mins

**In groups of 3–4**, each group receives 2 x Barrier Profile Cards (e.g., 14-year-old who lives far from school and has a part-time job after school).

**Groups record** their answers to the following questions written on the cards:

1. What is stopping this person from actively travelling?
2. What could help them shift one part of their routine?
3. What support might they need from others (family, friends, school)?

**Teacher moves** amongst groups to monitor understanding.

**Explore** if students have ever found themselves in any of the situations or know someone who has.

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Simplify Profile Cards:** Create simplified versions of profile cards with fewer details and clearer barrier cues (e.g. "Lives far away + carries a heavy bag").
- **Provide Solution Prompts:** Offer a 'Travel Shift Ideas' cheat sheet with sentence stems like "Ask someone to..." or "Try a new route..." to prompt ideas.

##### Extend

- **Add a Challenge Modifier:** Ask students to add a complication (e.g. "It's raining" or "Parent is working late") and brainstorm how the shift might change.
- **Debate the Options:** After presenting their "travel tweak," students defend their proposal against one alternate idea from the class.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

**Students** complete the My Travel Change Goal Worksheet.

##### Prompts:

- One barrier I face is...
- A shift I could make is...
- I will aim to make this change by...
- One person or thing that can help me is...
- How I will check in and track my progress.

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Partner Support:** Allow supported peer scribing or verbal goal setting with a classmate or aide for students needing literacy help.

##### Extend

- **SMART Goal Refinement:** Ask students to revise their travel goal to meet SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Goal Reflection Video/Voice Note:** Encourage tech-savvy students to record a short pitch or reflection video to add to the Active Challenge Wall.



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LESSON PHASE: Review / Reflection



TIMING: 10 mins

**Students revisit** their My Travel Change Goal and quietly reflect on the following questions:

- *What small change am I committing to this week?*
- *Why is it important to me?*
- *What might get in the way?*

Students **Think-Pair-Share** their goal, giving their partner a word of encouragement or an idea for overcoming a barrier.

**Gather** students in a circle and invite each student to briefly:

- Share their goal in one sentence ("This week, I will...")
- Say one practical step they will take to achieve it ("To help me do this, I will...")

**Optionally**, you could have a 'support buddy' system where each student is paired with someone who will check in with them next week about their goal progress.

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Flexible Sharing Options:** Allow students to share with a peer, write on a sticky note for the teacher to read aloud, or share with a partner instead of the whole group.

##### Extend

- **Community Options:** Invite students to suggest a class-wide or community-wide idea that could support more students achieving their goals.

