



LESSON PLAN

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

LESSON SUMMARY

In this lesson, students bring together all their learnings about active and sustainable travel, including walking, riding, and using public transport. They will demonstrate their understanding of the environmental, social, and health benefits of active travel by creating a persuasive campaign to encourage their peers or local community to make healthy, sustainable travel choices. Using creativity, collaboration, and communication skills, students will design posters, slogans, social media posts, presentations or short videos to promote behaviour change.

SEQUENCE TITLE:

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



LEVEL

Years 7-8



LESSON NUMBER

7 of 7



LESSON LENGTH

50 - 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- English



CAPABILITIES

- Critical and Creative Thinking

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P09 Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to 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.

VC2HP8M10 Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.

English

VC2E8LA07 Explore how still images, moving images and sound use intertextual references to enhance and layer meaning.

VC2E8LY06 Analyse how authors organise ideas to develop and shape meaning.



CAPABILITIES

Critical and Creative Thinking

VC2CC8Q01 Construction of a main question and sub-questions for different purposes.

VC2CC8Q03 Strategies for generating new ideas and identifying patterns across multiple sources.

VC2CC8M01 Select, use and reflect on general and context-specific learning strategies.



PRIOR KNOWLEDGE

- Understand the concept of active and passive travel and their effects on health and the environment.
- Be familiar with benefits of active travel on personal health, environmental sustainability and community wellbeing.
- Have an awareness of persuasive techniques and their use in media and messages (e.g. slogans, visuals, emotional appeal).

VOCABULARY

Campaign – a planned series of actions or messages designed to achieve a goal or influence behaviour.

Persuasion – the act of convincing others to think or act in a certain way using reasoning or emotional appeal.

Call to Action – a clear instruction telling the audience what to do next (e.g. "Ride instead of drive!").

Target Audience – the specific group of people a message is designed to reach or influence.

Visual Literacy – understanding how images, layout, and colour communicate ideas or persuade.

Emotional Appeal – using feelings (e.g. humour, fear, empathy) to make messages more powerful.

Slogan – a short, catchy phrase that sticks in the mind and conveys the main idea of a campaign.



MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or digital devices.
- Campaign Builder Worksheet.
- Active Travel Websites and Resources Links handout.

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MATERIALS REQUIRED (Cont'd)

- Videos:
 - [Walk to School: what do kids think? - Moonee Valley City Council](#)
 - [Walk to School: what do parents think? - Moonee Valley City Council](#)
 - [Walk to School 2017 - Mitchell Shire Council](#)
 - [National Ride to School Day 2025 - Better Streets Australia](#)

LEARNING OBJECTIVE

Students will apply their knowledge of active and sustainable travel to design a persuasive campaign. They will use communication, creativity and collaboration to influence others to make healthier and more environmentally responsible travel choices.

SUCCESS CRITERIA

- I can explain the purpose and structure of an effective campaign.
- I can work collaboratively to design a message that uses persuasive techniques.
- I can produce a creative campaign product that promotes active travel.
- I can reflect on how campaigns influence behaviour and how mine might impact others.

TEACHING CONSIDERATIONS

- Support students who may have limited digital access or creative confidence by offering low-tech or scaffolded options.
- Be inclusive of students whose personal travel choices are limited due to geography, culture, ability or safety concerns.
- Allow choice in roles, formats and expression to cater to different learning styles and strengths.
- Encourage respectful feedback and build a safe environment for sharing creative work.
- Remind students that small changes in behaviour can have a ripple effect – no change is too small to matter.

Extend

- Run a school-wide vote on the most persuasive campaign and award a sustainability badge.
- Post top campaigns on school social media or newsletter.
- Research local council initiatives and write a letter recommending a student-led campaign idea.

Enable

- Use templates and sentence starters for campaign language ("Our campaign wants to...", "This helps the planet by...").
- Allow visual-only or verbal options for students who struggle with text.
- Provide mini word banks and graphic icons for design inspiration.
- Support planning with mixed-ability groupings and rotating checkpoints.

ASSESSMENT

- Completion and clarity of the Campaign Builder.
- Evidence of persuasive and sustainability language in campaign materials.
- Peer feedback quality.
- Individual reflection responses.
- Teacher observation of group collaboration and discussion depth.

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Additional links to support teacher knowledge and student learning:

- Vic.gov.au - Active Travel overview (website)
- Sport and Recreation Victoria - Get Active Victoria (website)
- [Framing Walking and Bike Riding message guide](#)



LEARNING CONTINUUM

Focus: Designing persuasive campaigns that promote active, sustainable and inclusive travel by applying knowledge of health, environmental and social impacts, and using creative and critical communication strategies.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students apply their understanding of active travel to influence others through persuasive messages. They use communication and creative thinking to design campaigns that promote healthy, safe and sustainable travel.	Student shows a basic understanding of campaign purpose and gives a simple message or idea with limited connection to travel benefits.	Student creates a clear campaign message with some persuasive techniques and connects ideas to health, environment or inclusion.	Student produces a cohesive, creative and purposeful campaign that uses well-considered persuasive techniques and shows deep understanding of active travel benefits and their wider impact.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of health, social & environmental benefits	1. Explain why active travel matters	1.0 No response or incorrect ideas	1.1 Gives a basic or vague benefit without explanation	1.2 Describes multiple benefits with relevant reasoning	1.3 Clearly explains how active travel impacts individual health, environmental sustainability and social inclusion
Persuasive communication	2. Create a message that influences others	2.0 No persuasive techniques evident	2.1 Uses a basic slogan or emotional appeal	2.2 Combines persuasive text and visual elements to appeal to audience	2.3 Strategically selects persuasive devices that resonate with a specific audience and purpose
Campaign planning	3. Plan a campaign with a clear message and purpose	3.0 No clear plan or message	3.1 Campaign idea is general or undeveloped	3.2 Campaign includes a problem, message, audience, and call to action	3.3 Campaign is well-structured, thoughtful, and considers barriers, inclusion and impact

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Creative thinking	4. Design a campaign product using creative techniques	4.0 No product or irrelevant format	4.1 Product shows effort but lacks creative elements	4.2 Product uses colour, layout, text or media purposefully	4.3 Product demonstrates originality, engagement and thoughtful visual and/or verbal design choices
Critical reflection	5. Reflect on impact and effectiveness of the campaign	5.0 No reflection or off-topic	5.1 Basic comment on what they liked or found easy	5.2 Reflects on strengths and considers peer feedback	5.3 Thoughtfully analyses what makes their campaign persuasive and how it might influence behaviour change

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

The Power of a Message

Show videos (linked below) and as a class, analyse:

- What is the message?
- Who is the video trying to influence?
- How does it make you feel or react?
- What techniques, tools and information are used to persuade the target audience?

Consider visuals used, people speaking, information/statistics used.

Write on board: *Message, Audience, Emotion, Call to Action* – introduce these terms as campaign pillars.

[Walk to School: what do kids think? - Moonee Valley City Council](#)

[Walk to School: what do parents think? - Moonee Valley City Council](#)

[Walk to School 2017 - Mitchell Shire Council](#)

[National Ride to School Day 2025 - Better Streets Australia](#)

DIFFERENTIATION STRATEGIES

Enable

- **Model one video together:** Pause frequently and unpack the first video as a class, highlighting key persuasive techniques before students attempt analysis of others.

Extend

- **Compare & contrast two videos:** Ask students to analyse two different videos and explain which one is more effective and why, using persuasive language terms (e.g., tone, imagery, appeal to emotion).
- **Critique tone & bias:** Invite students to evaluate how the audience might change their interpretation depending on age, culture or experience.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Share [Active Travel Websites and Resources](#) Links handout.

Students explore these links and search for other promotions online to gather ideas and see further examples of active travel campaigns.

Building a Campaign That Works

Distribute the [Campaign Builder](#) worksheet and discuss the example provided on the sheet – i.e. "Walk for the Planet!".

DIFFERENTIATION STRATEGIES

Enable

- **Step-by-step guide:** Break down each section of the worksheet using icons or examples (e.g., show a completed version with simple language like "Our problem is too many car trips to school. Our main message is...").

Extend

- **Add a campaign goal section:** Invite students to include a success measure or goal at the bottom of the sheet (e.g., "Our campaign will be successful if...").

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Group Brainstorm & Planning

Students form small groups (3–4), pairs or work individually.

Students consider **assigning or sharing** optional roles to support diverse strengths such as:

- *Creative Director* (design and visuals)
- *Writer/Editor* (slogans, persuasive text)
- *Researcher* (stats or messages from previous lessons)
- *Presenter* (optional pitching later)

Groups, pairs or individuals complete the [Campaign Builder](#) worksheet.

Teacher circulates, prompting deeper thought:

- "What problem are you solving?"
- "How will your campaign appeal to emotions or logic?"

* Differentiation Strategies overleaf

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DIFFERENTIATION STRATEGIES

Enable

- **Guided question cards:** Provide cards with simple questions or sentence starters based on each group role:
Creative Director: What colours and images would grab attention?
Writer/Editor: What is the most important thing we want to say?
Researcher: Can you find one fact or stat to support our message?
Presenter: How can I make people care about this?

Extend

- **Add competitor research:** Ask students to analyse a real campaign and list what they'd do differently in theirs.
- **Incorporate statistics or survey data:** Challenge students to use data from earlier lessons or conduct a mini-poll with classmates to inform their campaign planning.

4 LESSON PHASE: Independent Application



TIMING: 15 mins

Create Your Campaign Product

Students use their Campaign Builder plan to produce one of the following:

- **Poster** (paper or digital – Canva, Google Slides, etc.)
- **30-second video pitch** (recorded on phone or laptop)
- **Social media campaign series** (3 post samples + hashtags)
- **Podcast/radio ad** script or recording
- **Mini-presentation** (2 slides with speaker notes)

Encourage diverse formats to cater to visual, auditory and verbal learners.

DIFFERENTIATION STRATEGIES

Enable

- **Template or digital scaffold:** Provide a fill-in-the-blank poster or Canva template, or outline pages for a script.

Extend

- **Multi-format challenge:** Invite students to create two formats (e.g., a poster and a 30-second script) to reach different audiences.

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LESSON PHASE: Review / Reflection



TIMING: 10 mins

Sharing of ideas and Peer Feedback

Students form **small feedback circles** (3–4 groups per circle).

Each group takes **1–2 minutes** to briefly present their campaign idea to the others in their circle:

- **Share** the campaign title, target audience and main message.

After each mini-pitch, other groups offer:

- **One positive comment** about the idea or approach.
- **One suggestion** to improve clarity, creativity, or impact.

Teacher walks between circles to prompt, support and reinforce respectful feedback.

Finish with a whole-class prompt in journals or verbally:

"What feedback will you use to make your campaign stronger next lesson?"

"What do you feel most confident about so far?"

Students complete their campaigns independently and present them at a later date to the class.

Explore sharing them with the wider school community as appropriate.

DIFFERENTIATION STRATEGIES

Enable

- **Feedback sentence frames:** Provide students with simple prompts to guide comments (e.g., "I liked how you...", "Maybe you could add...").
- **Supportive feedback norms reminder:** Revisit respectful feedback expectations using visuals or short role-plays before peer circles begin.

Extend

- **Campaign Comparison:** Compare their campaign to a real-world active travel campaign and write a short reflection on:
 - What techniques do they have in common?
 - What could they borrow or do differently to increase our campaign's impact?

