



LESSON PLAN

Lesson 7: Planning My Journey

LESSON SUMMARY

Students will learn how to plan a safe and practical journey using Victoria's public transport system. They will explore all available transport modes (bus, tram, train, and regional V/Line services) alongside walking and bike-riding. Students will analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities. They'll also explore how to stay safe and behave respectfully in shared travel spaces.

Connection to the Safe Journeys Program – Road Safety Education Victoria

This lesson complements and reinforces the key learning intentions of the [Safe Journeys Program](#) by supporting Year 6 students to become confident, independent, and safe travellers.

The lesson aligns directly with the program's focus on trip planning and safe transport behaviours, offering students further opportunities to apply their road safety knowledge in local and familiar contexts. It serves as a valuable classroom-based extension to the Safe Journeys experience, particularly for those preparing to visit the [Road to Zero](#) Education Complex, and can be used alongside the [Safe Journeys Program Student Road Map](#) to consolidate and track learning.

SEQUENCE TITLE: JOURNEY SMART – Stepping towards active, safe and independent travel



LEVEL

Years 5-6



LESSON NUMBER

7 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Geography
- Mathematics
- Technologies – Digital Technologies



CAPABILITIES

- Critical and Creative Thinking

LESSON PLAN

Lesson 7: Planning My Journey

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6M07 Explore strategies to increase physical activity and reduce sedentary behaviour levels in their lives.

Geography

VC2HG6K02 Influence of accessibility to services and facilities on the liveability of places.

VC2HG6S01 Represent the location and features of places and environments using spatial technologies and mapping.

Mathematics

VC2M6M03 Measure, calculate and compare elapsed time; interpret and use timetables and itineraries to plan activities and determine the duration of events and journeys.

Digital Technologies

VC2TDI6D05 select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects.



CAPABILITIES

Critical and Creative Thinking

VC2CC6M01 Learning strategies suited to general and specific contexts, including different ways of identifying, expressing and organising key learning, and undertaking spaced practice.

VC2CC6Q03 An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

VC2CC6M02 Thinking processes suited to different contexts and when and how to use them, including for problem-solving.



PRIOR KNOWLEDGE

- Students have explored types of travel and their environmental and personal benefits.
- They understand key local landmarks and hazards.
- They have basic map-reading and directional skills.

VOCABULARY

Journey planning – Working out the best and safest way to get from one place to another.

Route – The path or way you follow to get somewhere.

Timetable – A list that shows when buses, trains or trams arrive and leave.

Shared space – A place where many people move or travel together, like footpaths, stations, or public transport.

Hazard – Something that could be dangerous or cause harm.

Public transport – Vehicles like buses, trains, trams or V/Line services that everyone can use to get around.



MATERIALS REQUIRED

- Whiteboard and markers.
- Local printed maps (or [Google maps](#) access).
- [Public Transport Timetables](#) Simplified examples.
- [My Journey Planner](#) Worksheet.
- [Journey Scenarios](#) Cards and Suggested Solutions.
- Website links: [Transport Victoria - Journey Planner](#), [Transport Victoria - Timetables](#), [Transport Victoria - Routes](#)

LESSON PLAN

Lesson 7: Planning My Journey

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LEARNING OBJECTIVE

Students will plan a safe and realistic public transport journey using a combination of walking, biking, bus, tram, train or V/Line services. They will learn how to estimate travel time, read a basic timetable, identify safe behaviours, and explain what to do if unexpected changes happen.

SUCCESS CRITERIA

- I can describe different types of public transport in Victoria.
- I can read a simple timetable and use a journey planner.
- I can plan a realistic trip using two or more transport types.
- I can explain what to do if there are delays or changes.
- I know how to behave respectfully and safely on public transport.

TEACHING CONSIDERATIONS

- Ensure a mix of route options are relevant to student experiences (urban, rural, high-traffic areas).
- Be sensitive to students who may not be allowed to travel independently.
- Pair students where appropriate to support planning and confidence.
- Offer route options for students who don't live near the school.

Extend

- Students design a Safe Journey Poster for younger students.
- Time how long a real walking or bike route takes on the weekend.
- Use Google Maps to explore different travel options and compare CO₂ emissions.
- Students create a visual guide to using all 4 transport modes in Victoria.

Enable

- Provide pre-labelled maps or simplified routes.
- Pair with a buddy to help with time and reading support.
- Offer pictorial options for safety scenario responses.
- Provide sentence starters: *"If I miss the bus, I will..."*.

ASSESSMENT

- Review completed My Journey Planner worksheets.
- Observe group discussions and identify use of safety and planning vocabulary.
- Check scenario responses for logical and safe thinking.
- Use questioning to assess confidence and understanding of transport types.

Additional links to support teacher knowledge and student learning:

- [Road Safety Education Victoria - Safe Journeys Program](#)
- [Heart Foundation - Community walkability/Interactive-map](#)
- [Visit Melbourne - cycling trails](#) - website
- [Bicycle Network - How-to-plan-a-bike-route](#)
- [Park IT - Outdoors Victoria](#) - website
- [Community Walkability Checklist](#)

LESSON PLAN

Lesson 7: Planning My Journey



LEARNING CONTINUUM

Focus: Developing journey planning skills using digital tools, understanding transport options and safety and promoting respectful, inclusive behaviour in shared travel spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students learn to plan a safe, realistic journey using active and public transport options. They build skills in reading maps and timetables, identifying hazards, and applying inclusive and respectful behaviours in shared travel spaces.	Student names a transport option and gives a basic route or direction with support. May identify a simple safety tip.	Student uses a map or timetable to plan a realistic journey and can describe basic safety strategies or respectful behaviours.	Student independently plans a multi-step journey using tools and explains time, route, hazards and behaviours that promote safe, inclusive travel.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of transport modes	1. Identify and describe available transport options	1.0 No response or incorrect info	1.1 Names one or two types of transport with support	1.2 Describes 3+ transport types used in Victoria with a relevant example	1.3 Explains how different transport types serve different communities or needs
Journey planning and navigation	2. Plan a multi-step journey using available tools	2.0 No clear journey plan	2.1 Selects a destination and names a basic route	2.2 Plans a realistic journey using a combination of tools (e.g. map + timetable)	2.3 Plans and compares multiple routes and justifies the safest, fastest, or most inclusive option
Understanding of safety strategies	3. Identify what to do when something goes wrong	3.0 No relevant response	3.1 Gives a simple response like "ask for help" or "tell someone"	3.2 Suggests specific actions for transport delays or obstacles	3.3 Gives detailed, flexible responses and shows confidence in handling unexpected changes
Respectful travel behaviours	4. Describe how to behave respectfully in shared travel spaces	4.0 No response or irrelevant	4.1 Gives one example with prompting	4.2 Lists two or more behaviours that show respect and safety	4.3 Links behaviours to inclusion and wellbeing of others (e.g. accessibility, priority seating, ramps, space awareness)
Critical and creative thinking	5. Respond to a "what if" travel scenario with a logical solution	5.0 No attempt	5.1 Gives a basic response (e.g. "catch the next bus")	5.2 Explains a reasonable plan that shows clear problem-solving	5.3 Offers creative or community-minded solutions, considers multiple options, or explains how to help others in the same situation



LESSON PLAN

Lesson 7: Planning My Journey

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Brainstorm: *If you had to walk or ride to a friend's house or school by yourself, what would you need to know? What would you need to think about before you left home?*

Record responses on the board.

Discuss: Travel time, route they would take, safety considerations and transport mode options.

Introduce the concept of 'Walkability' - *Walkability refers to how friendly a place is for walking. It considers factors such as:*

- **Street Connectivity:** A well-connected network of streets with sidewalks, crossings, and pedestrian-friendly designs encourages walking and makes it easier to get around
- **Pedestrian Safety:** Factors like traffic volume, speed limits, pedestrian crossings and street lighting play a crucial role in ensuring safe walking conditions.
- **Comfort:** Features like shade from trees, comfortable sidewalks, and attractive streetscapes can enhance the walking experience

Discuss how 'Walkable' the local community is, using the above factors.

Review the 4 main public transport modes in Victoria and which ones are available and accessible in your community.

- Bus
- Tram
- Train (Metro)
- V/Line Train

Ask: *Why might someone in your community choose public transport?*

Record responses on the board.

Ask:

1. *What could make travel difficult for some people in our community, like people who use wheelchairs, have low vision, or need extra time to get around?*
2. *What might help them feel safer and more included when using public transport?*

Discuss the concept of "transport equity". The idea that everyone should be able to travel safely and confidently, regardless of their ability.

Introduce journey planning as a skill that helps keep us safe, on time, and confident to travel independently.

DIFFERENTIATION STRATEGIES

Enable

- **Visual support:** Provide a visual prompt sheet with icons and words (e.g. road sign, footpath, train, wheelchair access) to support brainstorming for students with lower literacy or EAL needs.
- **Collaboration:** Allow students to talk in pairs first before sharing with the class to reduce anxiety and support idea development.

Extend

- **Deeper Thinking:** Ask students to consider how transport issues might differ in rural vs. urban communities and why.
- **Community Checklist:** Invite students to explore the [Heart Foundation - Community walkability/Interactive-map](#) and rate the walkability of parts of their local area or regular walking route.

LESSON PLAN

Lesson 7: Planning My Journey

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

Activity 1: Walking and bike riding route planning.

Display a local area on [Google maps](#).

Explore the map and identify some local landmarks.

Model how to plan a walking and bike riding route from school to a common local place (e.g. park, pool, sport courts, supermarket etc...) by highlighting the 'walking' and 'cycling' travel mode options. Compare travel times. For Example:

Start or stop navigation instructions:

1. Open the [Google maps](#) app.
2. Search for a place or tap it on the map.

3. In the bottom left, tap **Directions**. 

4. Add your start location.

5. Choose your mode of **transportation**:

- To get walking directions, tap Walking 
- To get bike riding directions, tap Cycle 

Note: To explore other travel modes, use the following:

- To get driving directions, tap Driving 
- To get public transport directions, tap Transit 

View the estimated travel time on the map.

Identify safe crossings, traffic lights, bike lanes, shaded paths etc...

Tip: Using the **cycling map layer**:

- To help guide your route planning **Google Maps** recommend adding the 'biking layer' (under map details) to your map for an overview of existing bike lanes and trails.
- While the entire bike network is not fully covered, you'll often be able to use the feature to find an alternative (and sometimes more efficient) option running nearby Google's suggested directions.

Guide students to consider accessibility as well as efficiency.

Discuss the importance of inclusive infrastructure, like wide bike lanes or accessible crossings.

Activity 2: Public Transport route planning.

Demonstrate planning a trip to a real destination travelling on different forms of public transport.

Use [Transport Victoria - Journey Planner](#) to explore different routes. For example:

- **Determine** a starting point – e.g. Current location
- **Enter** a destination point – e.g. Flinders Street Station, Melbourne
- **De-select** the modes of transport you are not looking for, leaving one or more options highlighted. i.e. Bus/Tram/Train/V-Line/Coach/SkyBus
- **Explore** each journey route presented.
- **Click** on one of the route options to explore details of the journey.
- **Identify** and **compare** the estimated travel time for each route option.

LESSON PLAN

Lesson 7: Planning My Journey

.....

Display and **explore** the [Transport Victoria - Timetables](#) page - select a mode of transport and a local line or route.

Explain key parts:

- Departure/arrival times
- Line or route number
- Stops along the way
- Key/Legend

Identify symbols or information that show accessibility features on services or stops/stations.

Explain that accessibility is not just physical – it also includes communication, signage, and service awareness.

Display and **explore** the [Transport Victoria - Routes](#) page - select the **same** mode of transport and local line or route as the timetable above.

Click on various stops to see real-time scheduled services, transport vehicle locations and travel times.

Click on other links on the page to investigate further details and information available. For example:

- Link to Timetables
- Link to Plan Journey
- Travel Alerts
- Stop/Station information

DIFFERENTIATION STRATEGIES

Enable

- **Step-by-Step Scaffolds:** Provide a simplified Google Maps step-by-step guide with visuals for students to follow along. Highlight key icons and safety features in colour.
- **Visual Supports:** Allow students to follow the route planning process with the teacher and complete a partially-filled worksheet (e.g. travel mode already selected, destination provided).

Extend

- **Inclusive Route Analysis:** Students work in pairs to identify not just the route, but also how they'd communicate it to someone who is blind or has mobility limitations (e.g. describe tactile paths, lifts, etc.).
- **Justification:** Ask students to compare the route chosen by Google with a potentially safer or more inclusive route and justify their choice.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

In pairs, students plan two different journey routes:

1. A local walking or cycling journey from their school to a point of interest **in** their community using Google Maps. Students **record** distance and travel time for their route.

Encourage students to identify major landmarks, any hazards or road rules and signs that travellers should be aware of.

Discuss in pairs: *Which is the safest route? Why?*

2. A longer distance journey from their school to a point of interest **outside** their community on any mode of public transport available.

Students **record** distance and travel time for their route.

LESSON PLAN

Lesson 7: Planning My Journey

.....

DIFFERENTIATION STRATEGIES

Enable

- **Partnered Scaffolding:** Provide a scaffolded map handout with a legend already labelled and one journey partially planned for them to complete.
- **Pre-labelled Maps:** Pair students with more confident map readers to complete tasks together.

Extend

- **Creative Route Presentation:** Students create a short video/audio tour explaining the chosen route with safety and accessibility features highlighted.
- **Design Suggestions:** Encourage students to identify and suggest improvements to current travel infrastructure based on their map observations.
- **Alternative suggestions:** Students outline adjustments to their routes to respond safely to weather events such as extreme heat or flooding.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Students individually complete the My Journey Planner worksheet.

Hand out two Journey Scenarios Cards to each student. Examples include:

1. *The train you wanted to catch is cancelled. What is your back-up plan?*
2. *Your bike tyre is flat and you're half way to school. What should you do?*
3. *The footpath is blocked. What should you look for?*
4. *You missed your bus. What could you do?*

Students write or draw an alternative plan / solution for each one in their journal.

Encourage students to ask themselves: *What could I do? Who could I contact?*

Emphasise personal safety, confidence, and asking for help.

DIFFERENTIATION STRATEGIES

Enable

- **Scenario-Based Visual Prompts:** Offer students visual scenario cards and allow oral responses or drawings instead of writing if preferred.
- **Flexible Response Options:** Students can use sentence starters to help scaffold their responses (e.g. "If this happened, I would...").

Extend

- **Student-Generated Scenarios:** Ask students to generate their own "What would you do if...?" scenarios based on their experience and answer those.
- **Creative Problem Solving:** Students can write a short script or comic strip showing them solving a journey challenge.

LESSON PLAN

Lesson 7: Planning My Journey

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Whole-class circle time: *What's something you learned that will help you next time you travel?*

Ask: *What's one way we can show respect to others when walking, riding, or catching public transport?*

Prompt ideas:

- Give up priority seating for someone who needs it.
- Don't block ramps or tactile indicators on the footpath.
- Let people get on or off transport before you board.

DIFFERENTIATION STRATEGIES

Enable

- **Choice-Based Reflection:** Use a talking stick or object to help students know whose turn it is to speak; allow students to pass if they prefer.
- **Symbol Drawing:** Students can draw their learning on a "journey reflection" card with icons (e.g. happy face, bus, helping hand) to symbolise what they learned.

Extend

- **Personal Examples:** Ask students to give an example of when they showed respect or inclusion in their own travels outside school.
- **Class-Wide Pledge:** Invite students to write a class pledge about inclusive, respectful travel and display it in the classroom.

