



Student-led Active Travel Workshop

In this activity, a group of Year 7 or 8 students take the lead to practice and deliver a Your Move workshop for Year 6 students making the transition to high school the following year.

Year level 7- 8

This resource also forms part of the *Independent Active Travel - Year 7 Transition Guide* resource which is packed with activities for high schools to consider using to help encourage a culture of active travel at their school.

Curriculum-based content descriptors

After completing this activity, students will be able to:

- English: Plan, rehearse and deliver presentations and instruction to others.
- English: Use interaction skills to present and discuss an idea and engage an audience.
- HASS: Represent information and/or data using appropriate formats to suit audience and purpose
- HASS: Apply subject-specific skills and concepts in familiar, new and hypothetical situations
- Science: Communicate ideas, findings and evidence-based solutions to problems using scientific language and representations
- Health and Physical Education: Health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community
- See table on page 2 for 'Links to WA Curriculum'

Preparation

- This session should be delivered by a group of students that are familiar with the concepts and goals of the Your Move program (e.g. a [Building a Your Move Student Team](#))
- This session should be delivered to a group of Year 6 students preparing for the transition to High School. Engage your schools Year 7 Coordinator / Orientation Coordinator to help coordinate visits to Primary Schools in your surrounding area.
- Ensure the student running the Group 3: More Ways to Get There session have familiarised themselves with how to use the Your Move Journey Planner and Topographical Map outlined in the activity below.



- [Read this story](#) from Baldivis Secondary College for inspiration.

Resources

- Specific equipment for each group activity session is outlined below.
- Ensure you have all the required equipment prepared ahead of workshop delivery.

Links to WA Curriculum

Learning Area	Strand	Sub-strand
English	Literacy	<ul style="list-style-type: none"> • Interacting with others • Interpreting, analysing, evaluating
Humanities and Social Sciences	Humanities and social sciences skills	<ul style="list-style-type: none"> • Analysing • Communicating and reflecting
Science	Science inquiry skills	<ul style="list-style-type: none"> • Questioning and researching • Communicating and reflecting
Health and Physical Education	Personal, social and community health	<ul style="list-style-type: none"> • Contributing to healthy and active communities

Activity Outline

Adapted with thanks to the Baldivis Secondary College student Green Team leaders.

Introduction script

Hello and welcome to the Primary School Your Move Workshop. Today you are going to be exploring smarter and healthier ways of getting to and from High School, through a series of activities run by our awesome [STUDENT TEAM].

First, we would like to introduce ourselves...

(Each member of the team introduces themselves and their Year level)

Let's get started. Your Move is a program run by the WA Department of Transport, in schools all over WA. In this program we look at how you can make great choices on how you get to and from school each day.

The program is all about you. It is about getting you to think about all the ways we move around our community and choose the best way for you to travel to and from school. Who can tell me some of the methods students might take in getting to school?

(Write ideas up on the whiteboard as they are called out: Walking, bike, skateboard, scooter, bus, and car)

Let's explore how you currently travel to and from school. How many people:

- Come by car
- Walk
- Ride a bike, scooter or skateboard
- Come by bus
- Anything else?

Based on what you have told us, here's how you currently get to and from school. In a moment we are going to split into four groups. Each group will explore a different aspect of our travel to and from school.

The four group session topics are:

1. "A sensory journey to school": with [STUDENT LEADER 1]
2. "Our environmental travel footprint": with [STUDENT LEADER 2]
3. "Making friends on the way": with [STUDENT LEADER 3]
4. "Getting there by bus": with [STUDENT LEADER 4]

Instructions:

- Each group session will run for 10 minutes. Groups will then rotate to the next workshop.
- Listen carefully to your workshop leader for instructions.
- Organise students into four even groups, and then follow your student leaders to your first workshop.
- (Workshops run for 10-15 minutes with a 1-minute warning and final sound to help with staying to time.)

Group Activity 1: A sensory journey to school

Equipment needed:

1 Sensory box for each pair (approximately 5 boxes) containing:

- *Blindfold*
- *Feather*
- *Leaves*
- *Small branch*
- *A4 Cardboard*
- *Water spray bottle*
- *Box (to put everything into)*



An example sensory box

Activity instructions:

1. Get students into pairs
2. Each pair gets a sensory box and blindfold
3. Pairs decide who is 'A' and who is 'B'
4. Pairs sit facing each other. A has the box while B is blindfolded.
5. As the leader reads the 'Sensory journey script', A takes relevant items out of the box and creates a sensory journey for B.
6. Swap over and repeat.

Sensory journey script and action:

"As I leave my house I walk under the tree in our front garden. The leaves brush lightly against my face"	Brush the branch gently across their face
"As my feet hit the footpath, I can feel the wind blowing down the street"	Wave the cardboard gently in front of them
"I can smell the leaves of the trees that grow along our street"	Crush the leaves under their nose
"On the corner, I walk under another tree, its branch is growing across the path"	Brush the branch gently across their face
"I meet my friend and we decide to take a short cut through the park. The grass is long and tickles us as we push through to the other side"	Tickle their faces with the feather
"We walk past the fountain in the middle of the park and splashes of water fall on our faces"	Use the spray bottle to spray water lightly on them
"Finally, we reach the school gate. The wind is blowing even harder. We walk into the school grounds where our friends are waiting "	Wave the cardboard a little harder this time

Debrief questions:

- Who had fun doing that activity?
- What were some of the things you experienced?

- How does walking engage our senses?
- How is it different to riding in a car?

Group Activity 2: Carbon Emissions Tag

(This is a variation of the common Octopus tag game with some key changes to aid a brief discussion after completion)

Equipment needed:

A large space that will enable students to play a quick game of tag.

Activity instructions:

1. Select two students to be the 'Carbon Emissions' and place them in the middle of the space. These students are "it".
2. Have all other students line up beside one another at one end of the space, facing the Carbon Emissions. Select 3 students to be 'Pedestrians', advise the rest of the participants that they will be 'Cars'.
 - a. Pedestrians can move all around the space as they go from one side to the other.
 - b. Carbon Emissions can move all around the space as they try to tag Cars and Pedestrians
 - c. Cars can only move in one straight line to the other side.
3. When the Carbon Emissions shout "Your Move," all students try to run from one side of the space to the other.
4. If a student is tagged by the Carbon Emissions, their feet become frozen to the floor and their arms stick straight out. They are now 'Carbon Emissions' as well but can't move from their spot. (They can turn to face the runners each round but have to stay in place).
5. Keep playing for 6-7 minutes and then convene for a debrief discussion.

Debrief discussion content:

- This game briefly demonstrates how cars result in more Carbon Emissions, which also means damage to our environment.
- Cars need energy to run, usually sourced from petrol. Petrol releases Carbon Emissions twice: Once when the fuel is created; and every time it powers the car.
- Carbon Emissions from transport contribute to global warming.
- Walking, riding and scooting to school produces zero emissions.
- Active travel to school with friends can help to make bonds with new people, especially when starting out in high school.
- Plus, it's a great way to get some physical activity in your day. Studies have shown that Australian students are not getting enough physical activity at school and need to find more ways to get moving.

Conclusion:

- Can anyone tell us a few reasons why it's important to walk or ride to school sometimes?

- You guys have been amazing today and we would like to thank you for letting us play this game with you.

Group Activity 3: More Ways to Get There

Equipment needed:

- This activity is best completed in pairs using the [Your Move Journey Planner](#). Access to a computer, laptop or tablet with internet connection is recommended.
- Google Maps and the Transperth Journey Planner can be used as alternative options.
- If no devices are available, printed local area maps (with a scale) can be used in conjunction with a ruler and pencil to estimate distance.

Activity instructions:

1. Get students into pairs
2. Each pair gets a device, and opens the Your Move Journey Planner (www.yourmove.org.au/journey-planner) on the web browser
3. Students start by finding the location of their Primary School and plan a journey to their High School on the map.
4. In pairs, use the Journey Planner to identify the different transport options available to get from one school to another: Cycling, Public Transport and Walking.
5. Repeat the activity, but this time use their home address and plan a journey to their High School
6. If time is available, a [topographical map](#) can be used to explore the elevation in the area

Debrief questions:

- Describe the distance between the schools?
- Identify the quickest mode of transport?
- What would be the easiest mode of transport?
- Discuss what would be the most environmentally friendly mode of transport?
- Which would be the most social mode of transport?
- Explain which mode of transport would you most like to take?

Group Activity 4: Making new friends along the way

Equipment needed:

- *Bingo cards (see appendix 1)*
- *Pencils/ markers*

Activity instructions:

1. Conduct a 4 Corners Survey (e.g. a standing Hands Up Survey)

- a. Group the students in each corner of the room depending on how they got to school today:
 - i. Walked,
 - ii. Rode a bike, scooter or skateboard
 - iii. Caught public transport
 - iv. Were driven in a car
2. Bring the group back together and give each student a Bingo Card.
3. Students move around the group trying to find a different person for each bingo square.
4. Once a student makes a straight line across their sheet, they call out “BINGO” and the game is over.

Debrief questions:

- Using active travel is a great way to get to high school next year, and it’s even more fun if you don’t have to travel alone. Are there people in your class that you could travel to school together with next year?
- Which Bingo squares were easy to find?
- Which squares were difficult to find?
 - Can you think of why?
- Did you discover something about one of your classmates that you didn’t already know?

Conclusion script

We hope you enjoyed today’s workshops. Our student leaders want to share with you one highlight from the activities they led.

(Each leader shares one story/ moment they enjoyed)

Excellent work everybody. Does anyone else have a favourite moment from today? Put your hand up if you want to share your favourite experience.

Today we have learnt that walking or riding is the healthiest and most environmentally friendly way to

get to and from school. You don't have to use active travel every day, but if you can use it sometimes, it's better for your health, better for your brains, better for the environment... and it's a lot of fun!

Getting to and from school can be a real social event. It's a great way to make friends and get to know your peers.

Finally, we learnt that there are useful bus and train routes to help us travel all around our local community.

We hope you have enjoyed our workshops today. We want to invite you to ask any questions you might have about coming to high school next year.

(Ask for any final questions.)

On behalf of all of us we want to thank you for being such a great audience. Good luck next year and remember to make smart travel choices, and don't forget to visit the Your Move website to find out more.

Appendix 1 – Your Move Bingo Card

Print one of these for every student in the workshop and some spares.

<p>I ride to school most days of the year</p> <p><u>Name:</u></p>	<p>I have caught a bus before.</p> <p><u>Name:</u></p>	<p>I walk my dog at least once per week.</p> <p><u>Name:</u></p>	<p>I often go riding for fun.</p> <p><u>Name:</u></p>
<p>I can ride a bike.</p> <p><u>Name:</u></p>	<p>I walk to school most days of the year</p> <p><u>Name:</u></p>	<p>I have walked to the local shops from my house.</p> <p><u>Name:</u></p>	<p>I can ride a skateboard.</p> <p><u>Name:</u></p>
<p>I have caught a train before.</p> <p><u>Name:</u></p>	<p>I own a SmartRider</p> <p><u>Name:</u></p>	<p>I catch the bus to school most days of the year</p> <p><u>Name:</u></p>	<p>I exercise once a week or more.</p> <p><u>Name:</u></p>
<p>I am going to a local High School next year.</p> <p><u>Name:</u></p>	<p>I have caught public transport in the last month.</p> <p><u>Name:</u></p>	<p>I have caught a ferry before.</p> <p><u>Name:</u></p>	<p>I am driven to school most days of the year</p> <p><u>Name:</u></p>