



Active Travel Footprint

Summary

In this lesson students use a footprint to visually display how they travel to school for one week. They identify the benefits of active travel and set goals to walk and cycle to school more.

See links to Western Australian Curriculum at end of this lesson plan.

Year level: Pre-primary – Year 3

Teaching and Learning Resource

Learning outcomes

Students will be able to:

- Use a visual representation to display the mode of transport they use to get to school;
- Identify some of the benefits of walking, riding and catching public transport and
- Set goals to walk and cycle to school more often.

Preparation

Resources

- Student worksheet
- Display board

Background notes

Aside from reducing environmental impacts, walking, riding and catching public transport has many benefits for the school community, including:

Benefits for Teachers – practical reinforcement of sustainability and road safety lessons, morning exercise before school starts, improved student learning and concentration in class and improved time management skills.

Benefits for Students - more time outdoors; reduced air pollution around school; feel empowered to 'play your part' in reducing CO₂ emissions; improved fitness and health from exercise; spend quality time with parent or guardian on the way to school/from school; an excuse to hang out with friends; streets 'feel' safer as there are less cars and more 'eyes on the street'; fun way to learn road



safety skills; greater independence; resilience as you are responsible for yourself; stronger 'sense of place' as you get to know and connect with your local neighbourhood; better concentration in class as you've exercised before school; improved time management skills; a great excuse to walk the dog and no more car sickness!

Benefits to Parents & Community - safer streets from reduced traffic around schools; safer streets as there are more people on footpaths and more 'eyes on the street'; more parking spaces at school for parents and visitors who need it; no need to expand parking; frees up space for veggie beds, bike parking etc.; get to know the neighbours and your neighbourhood on the walk/ride to school; quality time spent with children; provides opportunities for conversations without car driving distractions; improved fitness and health from walking/riding to school; reduced air pollution around school; save money on petrol and car maintenance and better maintenance of footpaths and shared paths as more people use them.

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling.

Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Activity 1 – Tracing your foot

1. Ask each student to produce a replica of their foot shape. This task could be:
 - Drawn;
 - Painted;
 - Made from textiles or
 - Computer generated.
 - Experiment with a variety of techniques, such as photo montage, weaving, clay work, printing, drawing and painting.
2. Ask students to take off one shoe, place their foot on a piece of paper and trace around it. Make sure they trace carefully around their toes.
3. Ask students to write their name in the middle of their drawn foot.
4. Explain that each toe represents one day of the school week (Monday to Friday).
5. Display the table.
6. Explain that every morning for one week students will colour code one toe to represent how they got to school that particular morning. For example, if they travel to school by car on Monday morning, their first/big toe will be coloured red etc (see Activity Sheet on page 6)
7. Ask students to colour code in their big toe for Monday.
8. Display students' feet replica's for entire class to view. If generated on computer could become screensaver for the project.
9. Repeat each morning from Monday-Friday.
10. At the end of the week, take photos of your class footprint display.
11. Then ask students to look carefully at their footprint. They could explain to the class what their foot shows (e.g. number of times they walked to school, etc.).
Each student to plan and deliver a short presentation, providing some key details in logical sequence regarding their mode of transport for each day of the week including reasons for choice

and any implications. Students should use familiar and new vocabulary and include a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently during their presentation.

12. Oral presentation matrix

- Teacher (or fellow students) completes matrix on each member of the class in regard to oral presentation.
- Elements of matrix could include:

Oral presentation matrix	Rank from 1-5 (5 being outstanding)
Planning	
Presentation skills	
Tone	
Pitch	
Volume	
Answering/clarifying questions	
Clarifying information	



A student creating their Your Move footprint

Class members:

- engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.
- use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic.
- Teacher (or fellow students) completes matrix on each member of the class in regard to participation and contributing ideas.
- Elements of matrix could include:

Class matrix	Rank from 1-5 (5 being outstanding)
Using active listening behaviours	
Showing interest	
Contributing ideas	
Clarifying information	
Asking questions	
Acknowledging another's point of view	
Linking students' response to the topic	

Extension activity

Ask students to write a blog regarding their transport options to school over a designated period. Blog about the activity at www.yourmove.org.au/schools.

Extension activity: All photo images of individual footprints are accessible to all students. Each student collates to form their version of an electronic class collage.

1. Ask students to count the total number of blue and green toes in all the class's footprints (i.e. the number of times students have walked or cycled to school this week).
2. Collect +data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies.
3. Lead a discussion that allows students to become aware of the benefits of walking and cycling to school.

(Examples include: more time outdoors; fun; spend quality time with parent; spend time walking with friends; improved fitness and health from exercise; less cars and more 'eyes on the street'; you get to know your neighbours and your local neighbourhood; a great excuse to walk the dog and no more car sickness!)

4. Given all these benefits, ask students to consider how they could walk or ride to school more often, and to set a goal for the next week. Examples include:
 - I want to walk / ride my bike to school on Wednesday and Friday next week;
 - I want to walk to school with some friends next Monday and
 - I want Mum to park the car 5 minutes from school and walk the rest of the way.
5. Write each student's goal on the back of their footprint and ask them to take it home to show their parents / guardians, asking for help to achieve the goal.
6. Post photos and a blog about the activity at www.yourmove.org.au

Assessment ideas

- Class audience participation matrix.
- Oral presentation matrix.
- Did student contribute to class discussion on benefits of walking and cycling?
- Did student identify a goal?

Table 1: Links to the Western Australian Curriculum – English

Strand	Substrand
Language	Expressing and developing ideas
Literacy	Interacting with others

Table 2: Health and Physical Education

Strand	Substrand
Personal, social and community health	Contributing to healthy and active communities Being healthy, safe and active Communicating and interacting for health and wellbeing
Movement and physical activity	Moving our body

Table 3: Humanities and Social Sciences

Strand	Substrand
Humanities and Social Sciences skills	Questioning and researching Analysing Evaluating Communicating and reflecting

Table 4: Mathematics

Strand	Substrand
Statistics and probability	Data representation and interpretation

Table 5: The Arts: Visual Arts

Strand	Substrand
Making	Developing skills and processes

General Capabilities

- Critical and creative thinking
- Literacy
- Personal and social capability





Cross curriculum Priorities

- Sustainability

Name: _____

My Active Travel Footprint

How I came to school this week

Car		Red
Walk		Blue
Cycle/ Scoot		Green
Public transport		Orange
Other		Pink

Dear Parents and Guardians

Students in _____ have been learning about the benefits of walking and riding to school. Some of these benefits for parents and the community include:

- safer streets through less cars around the school;
- more people on footpaths so more ‘eyes on the street’;
- more parking spaces at school for parents and visitors who need it;
- getting to know the neighbours and your neighbourhood better;
- quality time spent between children and parents;
- opportunities for conversations without car driving distractions;
- improved fitness and health from walking or riding to school;
- less air pollution around school and
- money saved on petrol and car maintenance.

The students did a colouring activity and found out that _____ students in our class walked or cycled to school this week. Therefore, we are setting some goals to increase the amount we walk and cycle to school.

Your child has set the following goal to walk or ride more often next week and would appreciate your help in achieving this goal.

My goal next week is to:

Yours sincerely

Class Teacher