Government of **Western Australia**
Department of **Transport**

your move
more ways to get there

Create a Your Move Infographic

Summary

In this activity, students use digital software and data analysis skills to create an infographic interpretation of your school's Your Move Hands Up Survey data.

Year level: Year 6 to 10
Teaching and learning resource.

Learning outcomes

After completing this activity students will be able to:

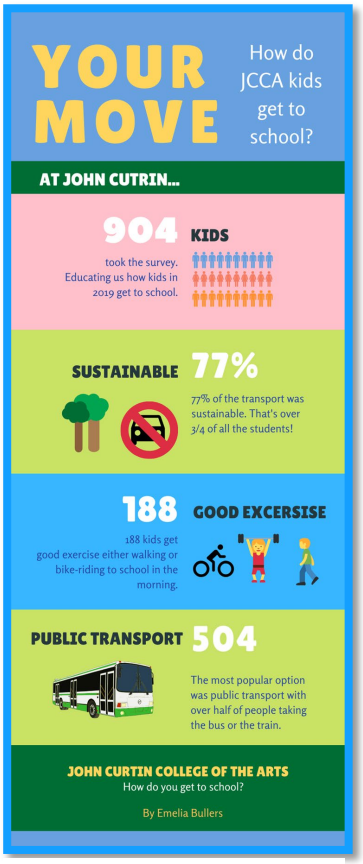
- Maths: Interpret and compare data displays Hands Up Survey data sets collected through the school's Your Move profile;
- Maths: Use critical and mathematical thinking to effectively analyse the data, draw conclusions from it and summarise key patterns and relationships within it.
- Digital Technologies: Evaluate and visualise data, using a range of software, to create information, and use structured data to model objects or events.
- HASS: Consider the factors that influence student travel behaviour (e.g. distance from school, parental time pressure, accessibility, cost, geography, safety) and how these might impact the data sets;
- HASS: Reflect on learning to determine actions that may improve active travel outcomes at the school.
- Health and Physical Education: Consider social, economic and environmental factors that influence health

Resources

- Two completed Hands Up Survey reports for analysis and comparison in class.
- Computer, tablet or laptop for students with access to chosen software tools.
- Spare paper for notes and drafting
- Example infographics:
  - Transport Emissions: How does Australia compare? (Climate Council)
  - How does participation in physical activity change across the life stages? (Australian Institute of Health and Welfare)

Preparation

- **Important:** This activity requires access to your school's Your Move profile to download survey data. Contact your school's Your Move Champion to request access to the Your Move website prior to commencing the activity. Contact the Your Move team for further assistance if required.
- Login (or ask your students to login) to your school's Your Move profile and click the 'View Reports' button on the Dashboard to view and download Hands Up Survey reports for analysis. These can be downloaded in PDF or Excel formats.
- If you prefer, your students can conduct their own survey for the purposes of the activity. Visit the Hands Up Survey page on the Your Move website to download a PDF survey template.
- A range of web-based software tools are available to create the infographic. Web-based options include Canva and Piktochart. Alternatively, Keynote (Apple) or Power Point (Microsoft) may work.
- Review the story from John Curtin College of the Arts for inspiration. They used a competition to incentivise their infographic activity.



A student infographic example from John Curtin College of the Arts

Activity Outline

1. Outline what an infographic is and why they are useful:
    a. An infographic is a visual communication tool that combines icons, images, charts and (limited) text to represent data and convey a message.
    b. Infographics often simplify large amounts of complex information down to key messages that are easy for an audience to understand.
    c. Good infographics should express complex ideas quickly and with high impact. They have clean designs, graphics and colour themes that are easy to read and nice to look at. They should not be overloaded with text or crammed with too many different colours, ideas and images (i.e. too 'busy').
2. Explore some example infographics using the links provided or some other preferred examples:
    a. Identify the key messages or ideas that are being conveyed.
    b. Consider how the same information might look if it was written in a text-only report.
3. Analyse and compare the Hands Up Survey data sets. Using critical and mathematical thinking look for trends, patterns, percentages and conclusions that can be represented visually as part of an infographic.

   a. **Tip:** One common comparison we use at Your Move is: *Total number of students using an 'active travel' mode (walking, riding bikes or scooters, catching public transport) versus total number of students being driven.*
4. Using your preferred digital software, create an infographic that summarises and communicates your statistical analyses, conclusions and data comparisons.

Extension activity:

1. Consider the list of factors that influence student active travel to school. What impact do these factors have on your school's Hands Up Survey Data? Can you think of any other factors?
   a. Distance from home to school (this could be measured using Google Maps)
   b. Access to public transport, a bike or scooter
   c. Condition of the local path network (complete the Map Safe Routes to School audit activity to find out)
      i. Is there a safe, active route to school?
      ii. Are there high-traffic areas?
   d. Geographical conditions (use a Topographical Map of Perth to identify hills and elevation in your local area)
   e. Parental factors: Do both parents work? Do you have one or two cars at home?
   f. Environmental factors: Using active travel modes to get to school reduces your carbon footprint. Use this CO2 Calculator to estimate how much CO2 you use for each trip to school, and then calculate how much you could save if you used active modes more often.
2. Reflecting on what you learned from the Hands Up Survey data analysis and consideration of the factors that influence student active travel, can you come up with a list of actions you could take right now to improve the active travel results at your school?
   a. To assist with your reflection, conversation and action planning, review Chapter 5 (p27) of Waiting for the Green Light: Transport Solutions to Climate Change from the Climate Council.

Links to the Australian Curriculum

Table 1: English

Strand	Sub-strand
Literacy	• Interacting with others • Creating texts

Table 2: Digital Technologies

Strand	Sub-strand
Processes and Production Skills	• Collecting, managing and analysing data • Creating solutions by: Designing

Table 3: Maths

Strand	Sub-strand
Statistics and Probability	• Data representation and interpretation

Table 4: Humanities and Social Sciences

Strand	Sub-strand
Geographical Knowledge and Understanding	• Geography: Place and liveability
Humanities and Social Sciences skills	• Communicating and Reflecting

Table 5: Health and Physical Education

Strand	Sub-strand
Personal, social and community health	• Contributing to healthy and active communities

Cross Curriculum Links:

Health and physical education, English, Science.

General Capabilities:

Literacy, Numeracy, Critical and creative thinking, Personal and social capability.

Web links

Transport Emissions: How does Australia compare? (Climate Council)

How does participation in physical activity change across the life stages? (Australian Institute of Health and Welfare)