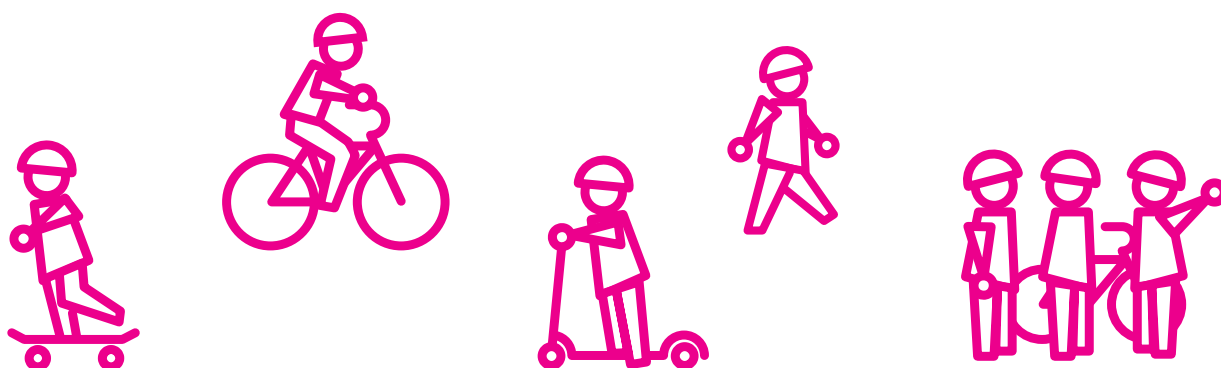


STUDENTS BECOMING

Active Travel Ambassadors

Grades 4-6



**RIDE2
SCHOOL**

ride2school.com.au

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This resource supports students and teachers in creating a school culture that promotes physical activity through active travel.

The **Ride2School: Students becoming Active Travel Ambassador's** resource was produced by Bicycle Network. The Ride2School resource was developed to assist students and teachers to work together towards a common solution to address physical inactivity and sedentary behaviour among children. Research from Vic Health (2009) reveal Active Travel improves children's health by:

- Increasing levels of physical activity (and associated physical, psychological and social health benefits)
- Helping children maintain healthy weight
- Reducing injury due to motor vehicle crashes
- Reducing the environmental health damage caused by excessive car use (eg air and noise pollution, global warming)
- Reducing inequalities in children's health associated with physical activity, obesity, and motor vehicle crash injuries. While contributing to substantial health

The resource is designed with the Health Promoting Schools Framework in mind with the goal to create a school environment that promotes physical activity through active travel.

What is a Health Promoting Schools Framework?

The Health Promoting Schools Framework identifies three areas that impact on the health of students and the broader school community. They are:

- Classroom curriculum, teaching and learning
- School organisation, ethos and environment
- Community links and partnerships.

Schools that are committed to a Health Promoting Schools Framework are aware that it takes a whole school approach to create a healthy, supportive and positive school environment. Creating a healthy, supportive and positive school environment is a major factor in the prevention of obesity and type 2 diabetes. The **Ride2School: Students becoming Active Travel Ambassadors** resource is designed to extend student participation beyond formal learning in the classroom and allows students to become engaged in meaningful ways within the school through enabling students to be involved and take ownership of their role as an Active Travel Ambassador within their school community.

Health Promoting Schools Framework



In this unit of work, students take action to enhance their own and others' health, wellbeing, safety and physical activity participation through becoming Active Travel Ambassadors. Through planning, implementing and evaluating an active travel campaign they contribute to building a positive school environment that supports, healthy, safe and active choices for everyone, and understand that a range of factors and behaviours can influence health, safety and wellbeing. This is an ideal unit for years 4, 5 and 6 but could also be adapted to be used in other areas.

Methods of student participation in the Ride2School:

Students becoming active travel ambassadors program using the Health Promoting Schools Framework

	Curriculum, teaching & learning	School organisation, ethos & environment	Community links & partnerships
Making decisions	Negotiating a health promotion campaign and learning methods to deliver whole school or classroom activities to other grades.	Having a say about policies & programs that are currently in place to promote physical activity.	Participating in Bicycle Networks 'Hands up' initiative
Running projects, events and activities	Designing campaigns- conducting physical activity surveys, organising initiatives.	Speaking at assemblies- school events e.g. sports events, classrooms and school fetes	Contacting and speaking with local radio stations, newspapers, parents club etc.
Helping young people	Collaborating on project with peers, and educating and empowering younger students through peer mentoring	Helping new students to the school be included and familiar with the Ride2school program	Mentoring other individuals, becoming a peer leader or educator at home, at their sports club etc.
Informing services, programs and policies	Providing input to teachers about the campaigns development	Providing input into school policies around physical activity	Advising Bicycle Network on how they can better support their school
Expressing views, opinions and feelings	Providing opportunities for teachers and students to learn from each other.	Students contribute to the needs analysis, and surveys	Actively participate in accessing different sources of health information and examining the accuracy of these sources
Developing networks	Accessing the skills and knowledge of other students in the school	Initiating the use of school resources, materials and people	Developing knowledge of local resources, bringing key community figures into the school

Lesson	Unit Learning Outcomes	Australian Curriculum Learning Area	Links to other learning areas	General capabilities & cross curriculum priority
LESSON 1 What is Active Travel?	<ul style="list-style-type: none"> Describes active travel Identifies the economic, environmental, personal and social benefits active travel has on society. 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Communicating and interacting for health and wellbeing ACPPS039 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Contributing to healthy and active communities ACPPS058, ACPPS059 	Humanities and Social Sciences: Inquiry and skills & Geography English: Literacy	LIT: Comprehending texts through listening, reading and viewing CCT: Inquiring- identifying, exploring and organising information and ideas SUSTAINABILITY
LESSON 2 Active Travel Ambassadors	<ul style="list-style-type: none"> Describes the characteristics of an active travel ambassador Investigates the role of preventative health in promoting health for individuals and communities 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy, safe and active ACPPS036 Contributing to healthy and active communities ACPPS040 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Being healthy, safe and active ACPPS054 Contributing to healthy and active communities ACPPS058 	Humanities and Social Sciences: Inquiry and skills & Geography English: Literacy	LIT: Comprehending texts through listening, reading and viewing LIT: Composing texts through speaking, writing and creating PSC: Social management SUSTAINABILITY
LESSON 3 Collecting Data	<ul style="list-style-type: none"> Identify, describe and demonstrate the active travel rates of the school community 	HUMANITIES AND SOCIAL SCIENCES YEAR 4 HSS: Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI074, ACHASSI075 Evaluating and reflecting ACHASSI079, ACHASSI080 Communicating ACHASSI082 YEAR 5 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI095, ACHASSI096 Evaluating and reflecting ACHASSI101, ACHASSI104 Communicating ACHASSI108 YEAR 6 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI123, ACHASSI124 Evaluating and reflecting ACHASSI129 Communicating ACHASSI133 	Health and Physical Education: Personal, social and community health Mathematics: Statistics and probability	NUM: Interpreting statistical information CCT: Inquiring- identifying, exploring and organising information and ideas ICT: Creating with ICT LIT: Comprehending texts through listening, reading and viewing LIT: Composing texts through speaking, writing and creating SUSTAINABILITY
LESSON 4 Comparing Data: Past and Present	<ul style="list-style-type: none"> Recognise that active travel rates have changed over time 	Humanities and Social Sciences YEAR 4 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI074, ACHASSI075 Analysing ACHASSI077, ACHASSI078 Evaluating and reflecting ACHASSI079, ACHASSI080 Communicating ACHASSI082 YEAR 5 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI095, ACHASSI096 Analysing ACHASSI099, ACHASSI100 Evaluating and reflecting ACHASSI101, ACHASSI104 Communicating ACHASSI108 YEAR 6 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI123, ACHASSI124 Analysing ACHASSI127 Evaluating and reflecting ACHASSI129 Communicating ACHASSI133 	Health and Physical Education: Personal, social and community health Mathematics: Statistics and probability	NUM: Interpreting statistical information CCT: Inquiring, identifying, exploring and organising information and ideas PSC: Social awareness ICT: Creating with ICT LIT: Comprehending texts through listening, reading and viewing LIT: Composing texts through speaking, writing and creating SUSTAINABILITY

Lesson	Unit Learning Outcomes	Australian Curriculum Learning Area	Links to other learning areas	General capabilities & cross curriculum priority
LESSON 5 What influences active travel?	<ul style="list-style-type: none"> Recognise how many internal and external factors influence a person's attitudes, beliefs, decisions and behaviours. Identify strategies that are likely to improve a person's health 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS036 Contributing to healthy active communities ACPPS040 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS054 Communicating and interacting for health and wellbeing ACPPS057 Contributing to healthy active communities ACPP2058, ACPPS059 	English: Literacy Humanities and Social Sciences, Inquiry and skills & Geography	CCT: Inquiring- identifying, exploring and organising information and ideas CCT: Generating ideas, possibilities and actions CCT: Analysing, synthesising and evaluating reasoning and procedures PSC: Self & social awareness SUSTAINABILITY
LESSON 6 Plan and Design: Active Travel Campaign	<ul style="list-style-type: none"> Identifies government and community strategies that promote health Identifies, investigates and plans strategies that promote and raise awareness of health, safety and wellbeing 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS036, ACPPS039 Communicating and interacting for health and wellbeing ACPPS039 Contributing to healthy active communities ACPPS040 YEAR 5,6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS053, ACPPS054 Contributing to healthy active communities ACPP2058, ACPPS059 	English: Literacy Humanities and Social Sciences- Inquiry and skills & Geography	CCT: Inquiring- identifying, exploring and organising information and ideas CCT: Generating ideas, possibilities and actions CCT: Analysing, synthesising and evaluating reasoning and procedures PSC: Self & social awareness ICT: Creating with ICT ICT: Communicating with ICT SUSTAINABILITY
LESSON 7 Implement: Active Travel Campaign	<ul style="list-style-type: none"> Recognise the strengths and weaknesses of peers health campaigns 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS036, ACPPS039 YEAR 5,6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active ACPPS053, ACPPS054 	English: Literacy & Language	CCT: Reflecting on thinking processes CCT: Analysing, synthesising and evaluating reasoning and procedures PSC: Social Management ICT: Communicating with ICT
LESSON 8 Evaluate: Active Travel Campaign	<ul style="list-style-type: none"> Interpret, analyse and evaluate their health campaigns to determine impact. 	HUMANITIES AND SOCIAL SCIENCES YEAR 4 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI074, ACHASSI075 Analysing ACHASSI077, ACHASSI078 Evaluating and reflecting ACHASSI079, ACHASSI080 Communicating ACHASSI082 YEAR 5 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI095, ACHASSI096 Analysing ACHASSI099, ACHASSI100 Evaluating and reflecting ACHASSI101, ACHASSI104 Communicating ACHASSI108 YEAR 6 Inquiry and skills <ul style="list-style-type: none"> Researching ACHASSI123, ACHASSI124 Analysing ACHASSI127 Evaluating and reflecting ACHASSI129 Communicating ACHASSI133 	Health and Physical Education: Personal, social and community health Mathematics: Statistics and probability	NUM: Interpreting statistical information CCT: Inquiring- identifying, exploring and organising information and ideas ICT: Creating with ICT LIT: Comprehending texts through listening, reading and viewing LIT: Composing texts through speaking, writing and creating SUSTAINABILITY

Lesson	Unit Learning Outcomes	Victorian Curriculum Learning Area	Links to other learning areas	General capabilities & cross curriculum priority
LESSON 1 What is Active Travel?	<ul style="list-style-type: none"> Describes active travel Identifies the economic, environmental, personal and social benefits active travel has on society. 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Communicating and interacting for health and wellbeing VCHPEP094 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Contributing to healthy and active communities VCHPEP112, VCHPEP113 	The humanities: Geography English-Reading and Viewing, & Writing	Capabilities: Critical and Creative Thinking Cross Curriculum priority: Sustainability
LESSON 2 Active Travel Ambassadors	<ul style="list-style-type: none"> Describes the characteristics of an active travel ambassador Investigates the role of preventative health in promoting health for individuals and communities 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy, safe and active VCHPEP091 Contributing to healthy and active communities VCHPEP095 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Being healthy, safe and active VCHPEP108 Contributing to healthy and active communities VCHPEP112 	The humanities: Geography English- Reading and Viewing, & Writing	Capabilities: Personal Social Capability Cross Curriculum priority: Sustainability
LESSON 3 Collecting Data	<ul style="list-style-type: none"> Identify, describe and demonstrate the active travel rates of the school community 	MATHEMATICS YEAR 4 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSO178, VCMSP179 YEAR 5 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP205, VCMSP206 YEAR 6 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP235, VCMSP237 	Health and Physical Education: Personal, social and community health The humanities- Geography English-Speaking & Listening, Reading and Viewing, & Writing	Capabilities: Critical and Creative Thinking Cross Curriculum priority: Sustainability
LESSON 4 Comparing Data: Past and Present	<ul style="list-style-type: none"> Recognise that active travel rates have changed over time. 	MATHEMATICS YEAR 4 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSO178, VCMSP179, VCMSP180 YEAR 5 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP205, VCMSP206, VCMSP207 YEAR 6 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP235, VCMSP237 	Health and Physical Education: Personal, social and community health The humanities: Geography & History	Capabilities: Personal Social Capability & Critical and Creative Thinking Cross Curriculum priority: Sustainability
LESSON 5 What influences active travel?	<ul style="list-style-type: none"> Recognise how many internal and external factors influence a person's attitudes, beliefs, decisions and behaviours. Identify strategies that are likely to improve a person's health 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP091 Communicating and interacting for health and wellbeing VCHPEP092 Contributing to healthy active communities VCHPEP095 YEAR 5 & 6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP108 Communicating and interacting for health and wellbeing VCHPEP110, VCHPEP111 Contributing to healthy active communities VCHPEP112, VCHPEP113 	English: Reading and Viewing, & Writing The humanities: Geography	Capabilities: Personal Social Capability & Critical and Creative Thinking Cross Curriculum priority: Sustainability

Lesson	Unit Learning Outcomes	Victorian Curriculum Learning Area	Links to other learning areas	General capabilities & cross curriculum priority
LESSON 6 Plan and Design: Active Travel Campaign	<ul style="list-style-type: none"> Identifies government and community strategies that promote health Identifies, investigates and plans strategies that promote and raise awareness of health, safety and wellbeing 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP090, VCHPEP091 Communicating and interacting for health and wellbeing VCHPEP094 Contributing to healthy active communities VCHPEP095 YEAR 5,6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP107, VCHPEP108 Contributing to healthy active communities VCHPEP112, VCHPEP113 	English: Reading and Viewing, & Writing The humanities: Geography	Capabilities: Personal Social Capability & Critical and Creative Thinking Cross Curriculum priority: Sustainability
LESSON 7 Implement: Active Travel Campaign	<ul style="list-style-type: none"> Recognise the strengths and weaknesses of peers health campaigns 	HEALTH AND PHYSICAL EDUCATION YEAR 4 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP091 YEAR 5,6 Personal, social and community health <ul style="list-style-type: none"> Being healthy safe and active VCHPEP107, VCHPEP108 	English: Speaking and listening	Capabilities: Personal Social Capability & Critical and Creative Thinking Cross Curriculum priority: Sustainability
LESSON 8 Evaluate: Active Travel Campaign	<ul style="list-style-type: none"> Interpret, analyse and evaluate their health campaigns to determine impact. 	MATHEMATICS YEAR 4 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSO178, VCMSP179, VCMSP180 YEAR 5 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP205, VCMSP206, VCMSP207 YEAR 6 Statistics and Probability <ul style="list-style-type: none"> Data representation and interpretation VCMSP235, VCMSP237 	Health and Physical Education: Personal, social and community health Mathematics: Statistics and probability English: Reading and Viewing, & Writing	Capabilities: Critical and Creative Thinking Cross Curriculum priority: Sustainability

What is Active Travel?

Purpose

The purpose of this activity is to introduce the concept of active travel to students. Students will understand the benefits active travel has on the individual as well as exploring the benefits active travel has on the wider community; consequently students will infer the disadvantages non-active travel has on society.

Learning outcomes

Students will have the opportunity to explore the benefits active travel has:

- Economically (infrastructure costs)
- Environmentally (reduced carbon footprint)
- Personally (health and fitness)
- Socially (community connectivity).

Time

40-60 minutes

Preparation/resources

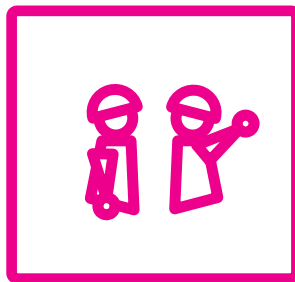
- Photocopy and enlarge to A3 the **Benefits of Active Travel** worksheet on page 11 for each pair
- Provide students with links to helpful websites that will assist them in their investigation
 - **Benefits of Walking** (vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/Active-travel/Active_transport_children_and_young_people_FINAL.pdf): (personal, environmental, economic & social benefits)
 - **Active Transport: Children and Young People by VicHealth** (vichealth.vic.gov.au/media-and-resources/publications/active-transport-children): (personal pg 4, social, environmental and economic pg. 8)
 - **Facts about students, health and active travel by Bicycle Network** (bicyclenetwork.com.au/wp-content/uploads/2017/12/2017-Ride2School-Infographic-FA-noblood-v01.pdf): (personal, social and environmental benefits)

Instructions

1. Brainstorm responses to the following questions and write all the key words on the board. Acknowledge all input.
 - **Q. What do we mean by active travel?**
 - Possible answers: *Riding, scooting, walking or skating to get to school, the shops and places in the community.*
 - **Q. Why is active travel important?**
 - Refer to teacher notes on page 10
2. Discuss the idea that active travel is not just about keeping fit, but it is also good for our physical, social, mental and emotional health as well as beneficial for the environment and economically beneficial for the community and government.
3. In pairs provide each student with the Benefits of Active Travel worksheet; allow students to use the internet to assist them with their answers
4. Once students have completed the worksheet, encourage each pair to share their responses. Invite students to comment on if they agree with each 'benefit' and the heading it has been listed under.
5. Clarify how active travel contributes to personal health and fitness and inform students of the positive economic, environmental and social outcomes active travel has on the community. Refer to teacher notes on page 10.

Benefits of Active Travel

ENVIRONMENTAL BENEFITS	ECONOMIC BENEFITS	PERSONAL BENEFITS	SOCIAL BENEFITS
List the ways the environment would benefit	List the ways the Government and families would save money	List the physical health benefits for individuals	List the social and emotional health benefits for individuals and the community
<ul style="list-style-type: none"> • Reduced noise pollution • It can reduce congestion and parking problems • Improved air quality • Energy use reductions through fewer car numbers • Reduced carbon footprint by lowering fossil fuel use and greenhouse gas emissions 	<ul style="list-style-type: none"> • Reduced hospital admissions due to less motor vehicle crashes • Less money spent on road maintenance • Families spending less money on fuel • Less money spend on health issues caused by inactivity e.g. obesity 	<ul style="list-style-type: none"> • Increased levels of physical activity • Reduces the risk of major diseases including obesity and diabetes • Positive impact on learning and academic results • Improves students concentration in class and ability to understand curriculum • Improves bones and muscle strength 	<ul style="list-style-type: none"> • Strengthens relationships with family and friends • It is good for mental health making students healthier happier and more socially connected • Increased social interactions on streets and within neighbourhoods



Social benefits

This image shows a blank sheet of white paper with four vertical red lines running down its length. These lines are positioned at approximately one-fifth, two-fifths, three-fifths, and four-fifths of the page width from the left edge, creating five equal-width columns. The lines are thin and evenly spaced, typical of standard lined notebook paper.

Purpose

The purpose of this activity is to develop student's ownership and excitement for their roles and responsibilities within the school as an active travel ambassador.

Learning Outcomes

Students will have the opportunity to:

- Explore the roles and responsibilities of an active travel ambassador
- Investigate the role of preventative health in promoting and maintaining health, safety, and wellbeing for individuals and their communities

Time

60-90 minutes

Preparation/resources

- Optional: photocopy the **Blank: Active Travel Ambassador Job Description** on page 14 for each student
- Photocopy the **Health Initiative: Scenario One and Two** on pages 15 and 16 for groups of students

Instructions

1. Inform students they are going to be an Active Travel Ambassador for the school and ask students
 - **Q. What do you think it means to be an active travel ambassador for the school?**
 - Possible answer: *An active travel ambassador will contribute to the promotion of an active travel culture within the school. More students will ride, walk, scoot and skate to school because of new perspectives brought into the school by the ambassadors. The ambassadors will implement innovative ideas and health promotion campaigns as well as support existing approaches*
 - **Q. What are the qualities of a successful active travel ambassador?**
 - Possible answer: *The qualities a successful active travel ambassador may have are: innovative, adaptable, positive, well-informed, organised, encouraging, friendly.*
2. Explain that when a person holds a job and are in a position of leadership it is vital that they are properly informed of the specific tasks that they are required to fulfill. This is called a job description.
3. Display the **Sample: Active Travel Ambassador Job Description** to students on an interactive whiteboard and read through it as a class.
4. Optional: distribute copies of the **Blank: Active Travel Ambassador Job Description** to all students and have students make their own job description. This will provide students with an opportunity to take ownership and create excitement for their new roles.
5. Divide the class into groups of two to four and hand out the Health Campaign: Scenario 1 and Health Campaign: scenario 2 worksheets to each group.
6. Ask the groups to discuss and complete the questions concerning each of the scenarios
7. Have groups share their responses for each of the scenarios
8. Inform students that they are going to be implementing similar campaigns as **Active Travel Ambassadors** for their school but to design a campaign we need to collect data and investigate current travel habits, so for the next few lessons we will be gathering information before we start planning, implementing and then evaluating our campaigns.

JOB DESCRIPTION

SAMPLE

13

School:**Position title:**

Active Travel Ambassador

Your name:**Project manager:**

(who you report to)

School values:(for bicycles ridden
to school by students)**Core purpose:**

The purpose of this role is to encourage more kids, parents and teachers to walk, ride, scoot or skate to school.

Responsibilities and duties:

1. Empower your school so they become more confident e.g. run bike safety workshops.
2. Educate students and parents about the benefits of active travel e.g. active travel posters, speak at assembly.
3. Contribute to making active travel easy, safe and accessible e.g. rally for appropriate storage of bicycles at school.
4. Contribute to the development of new campaigns, activities, events e.g. run a weekly competition with the winning grade getting an active travel reward at assembly each week.

Skills and attributes:

An Active Travel Ambassador is a positive role model who possesses some or all of the following attributes:

- Enthusiasm
- Good communication skills
- Creativity
- Passionate about improving health

Qualifications:

Grade 4 - 6 students

JOB DESCRIPTION

School:

Position title:

Your name:

Project manager:

(who you report to)

School values:

(for bicycles ridden
to school by students)

Core purpose:

Responsibilities and duties:

Skills and attributes:

An Active Travel Ambassador is a positive role model who possesses some or all of the following attributes:

Qualifications:

SCENARIO 1

Henry’s primary school has a no running policy during recess and lunch because the school is too overcrowded. Running has been banned because there are very few places within the school ground for students to run around and be active safely. Henry doesn’t like that he can’t run around at recess and lunch because it doesn’t allow him to let off steam and it’s too boring!

Henry spoke to other students, teachers and parents about his concerns. Out of these discussions Henry came up with the idea of having the teacher on yard duty and a parent volunteer walk a group of students to a nearby park so they can run around at recess and lunch. Henry was very proud of his idea and was presented with a community award at a whole school assembly.

Discussion Questions Scenario 1

- 1. What was the health initiative?
.....
.....
.....
- 2. What did Henry hope to achieve with his health initiative?
.....
.....
.....
- 3. Imagine you are Henry in this scenario. List your feelings.
.....
.....
.....
- 4. What thoughts might be going through your head after this experience?
.....
.....
.....

SCENARIO 2

At a Ride2School meeting, attendees were asked to discuss a date, time and theme for the Ride2School day. Harper, a student at the school, was really excited that they were being asked to suggest event day activities for Ride2School, and decided to take the project to the whole school and consult all of the students.

After surveying the student body, it was suggested that they set up a bike obstacle course of activities on the basketball court so students can get full use of their wheels before school starts. Members of the school committee including the Principal listened to the proposal. When the Ride2School date popped up, the school decided to run the event the same as they do every year, with no additional activities.

Discussion Questions Scenario 2

1. What was the health initiative?

2. What did Harper hope to achieve with his health initiative?

3. Imagine you are Harper in this scenario. List your feelings.

4. What thoughts might be going through your head after this experience?

5. How could things have been different, so that the experience was a positive one?

Purpose

The purpose of this activity is to conduct surveys with students and parents about their active travel habits.

Learning outcomes

Students will have the opportunity to:

- Collect, record and submit hands up data
- Conduct surveys with themselves and their parents/guardians or grandparents about their active travel habits as a child
- Construct displays, including column graphs, dot plots and tables, appropriate to the data collected
- Describe and interpret the hands up data
- Optional: Construct their own surveys with or without the use of digital technologies

Time

60-120 minutes

Preparation/resources

- Photocopy the Active Travel Survey on page 20 for each student to take home to survey their parents/guardians
- Print off the [Hands Up Data collection form](https://bicyclenetwork.com.au/wp-content/uploads/2017/12/2018-Ride2School-HandsUp-count-form-v01.pdf) (bicyclenetwork.com.au/wp-content/uploads/2017/12/2018-Ride2School-HandsUp-count-form-v01.pdf) to give to each pair or group

Instructions

1. Put the students in pairs, or groups, and allocate each pair or group a grade until all grades in the school have been accounted for.
2. Provide each pair or group with a Hands Up Data collection form and send them off to their assigned grades to collect the Hands up Data
3. When students have finished, collect and collate the data as a class and ask students to report the findings to the ride2school team via bicyclenetwork.com.au/hands-up/ or email ride2school@bicyclenetwork.com.au. Make sure you keep a copy of this data so students can use it later (e.g. when they evaluate if their campaigns they develop in upcoming lessons had any impact)
4. As a class discuss with the students the following from the Hands up Data:
(Record students answers on butchers paper, so you can refer to them later in the unit)
 - How are the majority of the school travelling to school?
 - What age group had the highest number of students travelling to school in an active way?
 - What age group had the least number of students travelling to school in an active way?
 - What is a positive from the data we have collected?
 - What concerns you the most from the data we collected?
 - If we collected hands up data from children at this school 20 years ago, do you think the data would be the same or different? Why or why not? What about 50 years ago?
5. Inform students that they are going to survey their parents/guardians or grandparents to find out how they travelled to school when they were their age. Hand out the Active Travel Survey or have students create their own.

Teaching points:

Students may prefer to design their own survey. Survey Monkey is an online survey tool students could use that allows 10 questions and 100 responses per survey. Keep the Active Travel survey reasonably simple to ensure that the task of collating and analysing the data is manageable.

You may want to brainstorm as a class what information students want to find out about active travel from their parents/guardians or grandparents. This could be done on a whiteboard to ensure all ideas are captured.

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[illegible][illegible]

Using your HandsUp! chart

- [illegible]

Active Travel Survey

My name:

Name of person surveying:

1. Tell us a bit about the person. (Tick the correct box)

Male ☐Female ☐My generation ☐Male ☐Female ☐My parents' or guardians' generation ☐My grandparents' generation ☐

2. How far did the person live from primary school? (Tick one)

Less than a km ☐1km to 2km ☐2km to 3km ☐3km to 4km ☐4km to 5km ☐More than 5km ☐Less than a km ☐1km to 2km ☐2km to 3km ☐3km to 4km ☐4km to 5km ☐More than 5km ☐

3. On most days how did the person travel to school? (Tick one)

Walk ☐Skate ☐Ride ☐School bus ☐Scoot ☐Family vehicle ☐Car pool ☐Other (train, city bus, horse) ☐Walk ☐Skate ☐Ride ☐School bus ☐Scoot ☐Family vehicle ☐Car pool ☐Other (train, city bus, horse) ☐

4. Why was the above mode of transport used most?

Convenience ☐Cost ☐Time saving ☐Safer ☐Health reasons ☐Poor accessibility ☐Other ☐Convenience ☐Cost ☐Time saving ☐Safer ☐Health reasons ☐Poor accessibility ☐Other ☐

5. What do you think we can do to make more people travel to school in an active way?

Comparing Data: Past & Present

Purpose

The purpose of this activity is to collect and compare survey data of students and parents active travel habits.

Learning Outcomes

Students will have the opportunity to:

- Collect, record, describe and interpret data.
- Identify the best methods of presenting data to illustrate the results of their active travel investigation, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies

Time

60 minutes

Preparation/resources

- Remind students to bring back the **Active Travel Survey**

Instructions

1. Explain to your students that they are going to use the survey data they collected from the **Active Travel Survey** and represent it using tables and graphs. They will then compare the data they collected from the past and present survey and make inferences about the data as well as see if there are any differences or similarities.
2. Next, go around the class and have each student provide the data that they collected.
3. Ask students the best method to record the data on the board (see examples below).
4. Once the data is recorded on the board. Ask students to present the data using a diagram or graph that would be appropriate for the data type and would allow students to interpret and compare the present and past active travel data visually e.g. side-by-side column
5. Students may like to use digital technologies to represent the data (like word, excel, google docs, *easel.ly*, *infogr.am*, or *piktochart*).
6. Once students have presented the data, ask them to make judgments about the data.
 - **Sample Questions:** *What discoveries did you make? Is travelling to school in an active way more or less prevalent now compared to the past? What is the biggest learning you gained from your survey? Where should you go from here? How are the changes in active travel going to affect the community environmentally, economically, and physically?*

Examples:

Question	Present	Past
Number of students who travelled to school in an active way	### I	### ### ###
Number of students who travelled to school in a non-active way	### ###	

How did you travel to school?	Present	Past
Walk		###
Ride		### I
Scoot		
Skate		
Family Vehicle	### ###	
Car Pool		
School Bus		
Other		

Purpose

The purpose of this activity is to understand that to have an effective health promotion campaign you must understand what influences the target audience.

Learning outcomes:

Students will have the opportunity to explore

- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
- Internal and external factors that influence children's decision to travel/not travel to school in an active way
- Strategies that are likely to improve active travel habits

Time

30-45 minutes

Preparation/resources

- Organise AV facilities to watch a video: [Ride2School-Middle Park P.S](https://www.youtube.com/watch?v=8rbXRJJqI_A) ([youtube.com/watch?v=8rbXRJJqI_A](https://www.youtube.com/watch?v=8rbXRJJqI_A))
- Photocopy 'What influences Active Travel?' handout for each student/pair

Instructions

1. Watch the video: [Ride2School-Middle Park P.S](https://www.youtube.com/watch?v=8rbXRJJqI_A) ([youtube.com/watch?v=8rbXRJJqI_A](https://www.youtube.com/watch?v=8rbXRJJqI_A))
2. Discuss with students that primary school students consistently say they'd rather ride or walk to school than travel in a car, it all sounds positive yet the statistics reveal that only 20% of students are walking or riding to school, compared to in the 1970's when 80% of students either walked or rode their bike to school. Ask students why aren't children walking or riding to school?
3. Inform students about internal and external influences that can affect children's decisions and choices about active travel. Internal influences can be attitude, knowledge, personality and lifestyle, while external influences can be media, family, friends, environment, culture and religion.
4. Provide students with 'What influences Active Travel?' worksheet
5. Debrief the worksheet as a class, and inform students that in the following lessons they are going to pick one of their strategies and implement it in the school

What influences Active Travel?

External influences can affect the decisions and choices we make about travelling to school in an active way. These include family, friends, culture, religion and media. Internal influences can also affect our decisions about travelling to school in an active way these include attitude, knowledge, personality and lifestyle.

TOM: Travels to school in an active way

External (outside)

Environment
I live two blocks from school

Friends
All my friends ride to school

Family
Mum and I ride together

Internal (personal)

Attitude
I love riding to school

Personality
It makes me feel happy

Knowledge
I know it keeps me healthy and helps protect the environment

PETER: Travels to school in a non-active way

External (outside)

Environment
Traffic hazards and lots of road works on my route to school

Friends
None of my friends travel to school in an active way

Family
Parents are concerned it's unsafe

Internal (personal)

Attitude
I'd rather sleep in for an extra 30 minutes than ride to school

Knowledge
I'm too young to be worrying about the health concerns of not being active

1. What are two internal and two external influences on your decision to travel/not travel to school in an active way?

- Internal:
- Internal:
- External:
- External:

2. What are three strategies likely to improve someone travelling to school in active way?

.....

.....

.....

.....

Plan & Design: Active Travel Campaign

Purpose

The purpose of this activity is to have students design a health campaign or initiative to raise awareness and promote active travel in the primary school

Learning outcomes

Students will have the opportunity to:

- Plan and practise strategies to promote health, safety and wellbeing
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their community
- Raise awareness, influence attitudes, promote healthy active behaviours and increase connection to the community

Time

Four to five lessons in class – one lesson for coming up with a campaign idea, followed by three to four lessons of planning and production.

Preparation/resources

- Organise AV facilities to show students a number of health campaigns and initiatives
- Internet access for students
- Student handout 'Active Travel Campaign Plan'

Instructions

1. Inform students that it's finally time to get to work on planning and designing an active travel campaign or initiative for their school. Remind students that health promotion initiatives and campaigns main goal is to raise awareness, improve knowledge and change behaviour. Use examples of current health promotion initiatives and campaigns to highlight how a campaign encourages healthy behaviour or behaviour change, such as:
 - **QUIT campaign** (quitnow.gov.au/internet/quitnow/publishing.nsf/Content/campaigns) - television, radio, print, outdoor and online advertising
 - **SunSmart campaign** (sunsmart.com.au/tools/videos/past-tv-campaigns/slip-slop-slap-original-sunsmart-campaign.html) - original slip slop slap film advertisement
 - **Gambling campaign** (responsiblegambling.vic.gov.au/__data/assets/pdf_file/0005/34466/A4-poster-Gen-Bet-web-Apr-2017.PDF) - Young people and gambling infographic
 - **Bicycle safety campaign** (bicyclenetwork.com.au/our-campaigns/light-up/) - Light up film advertisement
 - **Family Peace campaign** (familypeace.org.au/family-rituals-l20-week-36-audio/) - audio advertisement
 - **Nude Food Day** (nudefoodday.com.au/resources/) - initiative resources
 - **Ride2School Day** (bicyclenetwork.com.au/rides-and-events/ride2school/hands-up-counts/) - initiative resources
2. Discuss with students how each campaign used a catchy slogan or key phrases to convey important facts and messages (e.g. Quit campaign: Don't make smoking your story, SunSmart: Slip, Slop, Slap). Inform students that their job is to think about how they can appeal to their target group (students, parents and teachers) by including a catchy phrase that instructs or suggests what the school community can do to take action to improve active travel.
3. Brainstorm with students a range of strategies they could use for their campaign, such as posters, flyers, infographics, pamphlets, film (visual advertisement), slideshow presentation, audio advertisement (could be played over the school PA), campaign merchandise, school website, school newsletter etc.

Plan & Design: Active Travel Campaign cont. 25

4. Before students begin planning have them refer back to their job description to remind them of their key responsibilities and duties. Students may also like to refer back to the data they collected in previous lessons as this is a helpful tool in informing their campaign. E.g. if the data reveals students are not riding to school due to safety, they may decide to develop a campaign focused on bike safety and safe routes to school.
5. For the remainder of the class, have students working either individually, in pairs or in groups planning their campaign, provide students with the **Active Travel Campaign Plan** worksheet. They will need to decide on
 - ° A target audience (students in upper primary, all students, parents, teachers)
 - ° The campaigns main message
 - ° A call to action
 - ° A format for their campaign
 - ° A method to share/distribute their campaign
6. After students have come up with a plan, have students fill in the Grant Approval form on page 27 so that you can approve their idea before they start creating their campaign or initiative. Inform students that health professionals need to fill out grant approval forms too, in order to get their ideas funded.
7. Once you have approved their idea provide students with another class or two to create their campaigns or initiatives. Encourage them to be innovative and to think outside the box to engage their target audience. Provide students with the tools and resources they need to complete their campaigns e.g. posters, iPads, computers etc.

Useful websites:

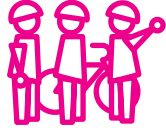
Students can create newspaper, brochures or flyers using:

readwritethink.org/files/resources/interactives/Printing_Press/

Active Travel Campaign

Your challenge

To inspire and empower others to travel to school in an active way. Your role as an Active Travel Ambassador is to create a campaign or initiative to positively impact and change the behaviour of the school by following these steps:



Who is your target audience?

Who do you want to influence?
Grade 5/6 students, Grade 3/4 students, parents, teachers or the whole school.



What information do you want to share?

What is your main message?
Keep it short and memorable.



What is your call to action?

What are you challenging them to do?



How do you want to share it?

Choose a method to share your campaign with your target audience.



Why do you think your campaign will work?

Is it based on evidence or data collected?

Campaign and Initiative ideas

- Create active travel posters, infographics, flyers, or pamphlets
- Create film advertisement to play at assembly
- Create a song about active travel to sing at assembly
- Run bicycle/walking safety workshops for children and parents/carers
- Rally for appropriate storage of bicycles at school
- Have a weekly active travel award that can be presented to the winning grade at assembly each week
- Create a PowerPoint presentation that can be shared at assembly
- Write an article and publish it in the school newsletter, website or facebook page
- Create a video, radio spot, or poster series with a call to action.
- Create a skit to perform to individual classes or assembly
- Run a Ride2School dress up event
- Organise a bicycle obstacle course promoting how fun active travel is
- Display maps showing safe walking and riding routes for your target audience
- Ask your local newsletter to do a story on your campaign

Your details: (Name & Address)	
<div></div> <div></div> <div></div>	
Date:	
<div></div>	
Teacher's details: (Name, Title & School address:)	
<div></div> <div></div> <div></div>	
Greeting: (e.g. Dear Mr/Mrs:)	
<div></div>	
Campaign Overview: (e.g. name of campaign, target audience, how will the campaign be promoted and why do you think this campaign will work?)	
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	
Campaign Goal: (What do you hope to achieve? e.g. a 10% increase of children travelling to school in an active way?)	
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	
What materials will you need?	
<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	
Sign off and signature:	
<div></div>	

Implement: Active Travel Campaign 28

Purpose

The purpose of this activity is to have students implement their health campaign or initiative

Learning outcomes

Students will have the opportunity to

- Interpret, analyse and evaluate each other's health campaigns and initiatives

Time

30-40 minutes

Preparation/resources

- AV facilities for any students who created films, infomercials or audio campaigns

Instructions

1. Inform students that before they launch their finished campaigns to their target audience, they will do a test run on their classmates. Have groups present or deliver their campaigns to the class and set up a system where students can provide constructive feedback to each other.
2. Ensure that the audience are able to guess the target audience, the main message, and the call to action. If anything is unclear, invite the audience to offer suggestions on how they could improve their campaign so the message is clearer.
3. After all the groups have presented allow students time to fix up their campaigns, based on any constructive feedback they received by the class.
4. Launch campaign

Evaluate: Active Travel Campaign

Purpose

The purpose of this activity is to have students evaluate the success of their health campaign or initiative

Learning outcomes

Students will have the opportunity to

- Interpret, analyse and evaluate their own health campaign or initiative
- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables

Time

60-90 minutes or spread over two lessons

Preparation/resources

- Print off the [Hands Up Data collection form](http://bicyclenetwork.com.au/wp-content/uploads/2017/12/2018-Ride2School-HandsUp-count-form-v01.pdf) (bicyclenetwork.com.au/wp-content/uploads/2017/12/2018-Ride2School-HandsUp-count-form-v01.pdf) to give to each pair or group
- Hands Up Data students have collected over the entire unit

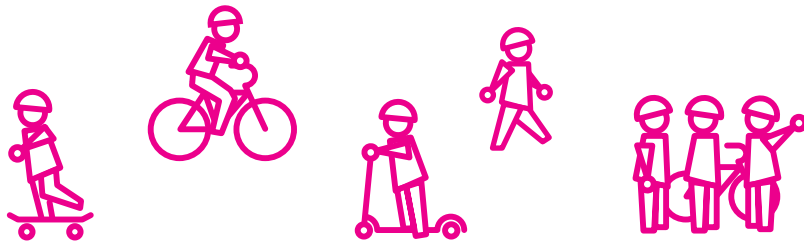
Instructions

One to two weeks after campaign launch

1. Inform students that they are going to evaluate whether their campaign has been successful or not. Inform students that to do that they are going to collect 'Hands up Data' from the entire school and compare it to the Hands Up Data they collected previously to see if their campaign has had any impact.
2. Provide students with time to collect the data from the school community and keep it in a safe place for when you undertake the evaluation in the next lesson.
3. Invite students to report their Hands up Data to the ride2school team via bicyclenetwork.com.au/hands-up/ or email ride2school@bicyclenetwork.com.au

Once data is collected...

4. Inform students that we are going to evaluate and reflect on the campaign to see if there was a change in behaviour.
5. Ask students to compare the hands up data pre campaign and post campaign
6. Have the students present the data using a diagram or graph that would be appropriate for the data type and would allow students to interpret and compare the hands up data pre campaign and post campaign visually e.g. side-by-side column
7. Students may like to use digital technologies to represent the data (like word, excel, google docs, easel.ly, infogr.am, or piktochart).
8. When students have finished ask them to report the findings to the ride2school team via bicyclenetwork.com.au/hands-up/ or email ride2school@bicyclenetwork.com.au
9. As a class discuss with the students the following from the pre campaign and post campaign data:
(Record students answers on butchers paper, so you can refer to them later in the unit)
 - Did anything change?
 - Are the majority of the school travelling to school in the same way or has it changed?
 - Which age group has had the biggest increase in travelling to school in an active way?
 - Which age group has had little to no change in travelling to school in an active way?
 - What did you learn?
 - What campaign worked best?
 - What would you change if you were to redo the campaign knowing the results received?
 - What can we do to continue to inspire active travel?
- As a group come up with a list of things you can all do every day to continue the active travel message within the school.



We're here to support you.

Call us today or visit our website to find out about the great ways we can support you and to make active travel fun and easy for your school.

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