



# Independent Active Travel Trip Planning

## Summary

In this module students practice planning a public transport and bike journey to improve confidence and ease of active travel.

Use the information in this guide to help you complete the activity with students. See also [Links to Western Australian Curriculum](#) on page 5.

Year level: Years 6 – 8  
Teaching and learning resource.

## Learning outcomes

### Students will be able to:

- Define what Active Travel is and describe how it can be experienced in their local context;
- Use a map to find the location of both their home and school;
- Use the Your Move and Transperth journey planners to plan a bike and public transport commute from home to school;
- Identify the Transperth rules for safe travel on public transport;
- Identify and problem solve potential challenges for Active Transport journeys, and;
- Explore the Your Move online resources for planning Active Travel to and from school.

## Preparation

Read: [Planning Your First Bike Commute](#) article and watch the [Art of Gracious cycling](#) 2 minute video.

Familiarise yourself with: [‘How do I keep safe’](#) and [‘Basic Bike Maintenance’](#) information.

## Resources

- [School Access Guide](#) – printed in colour – one per participant  
OR  
A3 printed Map of School and the surrounding 10 km radius



(find on Google Maps, then use 'print screen' function to send an image to desktop. On Windows - Ctrl+PrtScn or on Mac - Apple+Shift+4)

- Laptop & projector or smartboard
- [SmartRider fact sheet](#)
- [Transperth rules fact sheet](#)
- [One laptop or tablet per student to access Transperth](#) & [Your Move](#) online journey planners
- [One highlighter per student](#)

## 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 - Riding somewhere for the first time

1. Clarify what Active Travel is. Ask for students to contribute their ideas then give the definition. Active travel means a mode of transport which involves physical activity, such as walking and riding a bike, to get from one destination to another.
2. Discuss the benefits and challenges of cycling as a form of transport.
3. Explore how people decide which route to take when riding somewhere new. When planning their route, students should consider the following:
  - a. Using bike paths and bike lanes where possible
  - b. Major roads are usually less fun to ride on – look for back streets
  - c. You might want to avoid hills
4. Introduce Access Guide or map print out. Ask students to identify their house on the map.
5. Demonstrate [Your Move](#) journey planner and have students follow on their devices - begin mapping a bicycle route from home to school.
  - a. Type 'home address' in Start
  - b. 'School name' in End
  - c. Click Cycling
  - d. Review the recommended route and draw it onto your Access Guide / Map.
6. Ask students to consider the scale on the map and estimate the time they should leave their house to arrive at school the first time they ride there (at a comfortable pace). *Estimated travel times are provided on the Your Move journey planner*
7. Discuss necessary equipment: a helmet, bike lock and to keep your bike in good working order.

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**TIP:** The first time you ride somewhere it is going to take longer. You might take a wrong turn! If you think it will take you 20 minutes normally, allow 30 minutes the first time.

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## Activity 2 - Transperth Tips

1. Use the [Transperth Journey Planner](#) to plan a trip from home to school.  
If students already catch the bus to school, they could try a plan for another destination for example to the local shopping centre or nearest cinemas.
2. Host a trouble shooting Q&A style discussion for using Transperth public transport for the first time.

**Q: What do you need to catch public transport somewhere for the first time?**

A: Your SmartRider with credit loaded and complete a journey plan

**Q: What do you do if you miss the school special service?**

A: Catch the next bus on the normal route that doesn't divert to the school and as you board the bus ask the bus driver to let you know when you are at the nearest stop.

**Q: What do you do if you forget your SmartRider?**

A: You will need to purchase a cash ticket from the bus driver or one of the ticket machines, but you will have to pay full fare. So, make sure you always keep your SmartRider in your bag.

**Q: What do you do if you left your bag on the bus?**

A: Call the Transperth InfoLine on 13 62 13

**Q: What do you do if you caught the wrong bus?**

A: Sometimes more than one bus route departs from a bus stop. As a bus approaches you must look at the number displayed on the front of the bus to check whether it is the route you need to catch. If you mistakenly get on the wrong bus, as soon as you realise, press the stop button, wait for the bus to stop then explain to the driver what has happened. They may then be able to direct you to a nearby stop so that you can pick up the correct bus or may be able to offer other advice. If you have a phone, contact the InfoLine on 13 62 13 and they can help you re-plan your journey.

**Q: What do you do if you know the address of your destination but not where the stop is along the route?**

A: When you board the bus, let the driver know where it is you are travelling to and ask them to let you know when is the right time to get off the bus. Alternatively follow on the Transperth app to see where your bus is in relation to the stops on a live tracking map.

Students can explore further information on ['How do I keep safe'](#) on the Get on Board website to find out what they should do when things don't go to plan on public transport.

## Extension activities

- Play the Transperth [Get on Board game](#) online.
- Book a [Transperth Get on Board](#) incursion to prepare your students for independent travel on public transport
- Document the process of trip planning as a Scientific Method using scientific language.
- Discuss the challenges and benefits of Active Transport using critical thinking strategies, such as: brainstorm, philosophical chairs, Socratic seminar or thinking hats, PMI chart.
- Interview other students to capture their Active Transport journeys to and from school. Present their stories as a short film, poster, photo story or other narrative tool.

## Assessment ideas

### Assess student's ability to:

- Compare distances, practicality and obstacles likely to be encountered with each mode of transport on the Your Move journey planner (walking, cycling, public transport).
- Effectively identify suitable online resources which can be used to develop solutions when creating a travel plan.
- Identify how Active Transport enhances the liveability of a place.
- Discuss the feelings and emotions associated with transition from primary to secondary school, and the impact our travel choices make.

## Learning Area concepts and skills

### English

- Participate in and contribute to discussions
- Evaluating information, experiences and opinions
- Select, navigate and read texts for a variety of purposes
- Interpreting ICT texts

### Health and Physical Education

- Feelings and emotions associated with transitions
- Strategies to make informed choices to promote health, safety and wellbeing
- Identifying the impacts of relationships on ourselves and others
- Preventative health strategies for young people to avoid and manage risk
- Health and social benefits of physical activity and recreational pursuits in natural and outdoor settings
- Ways in which physical activities improve elements of health and fitness

## Mathematics

- Basic measurement of space
- Select appropriate units of measurement
- Distance under different conditions

## Technologies

- Strategies for acquiring information from a range of online sources
- Identify resources to develop solutions
- Follow a plan to resolve a problem using a sequence of steps

## Humanities and Social Sciences

- Basic mapping skills – B.O.L.T.S.S.
- Strategies used to enhance the liveability of a place

## Links to the Western Australian Curriculum

Table 1: English

Strand	Sub-strand
Literacy	<ul style="list-style-type: none"> <li>• Interacting with others</li> <li>• Interpreting, analysing, evaluating</li> <li>• Creating texts</li> </ul>

Table 2: Health and Physical Education

Strand	Sub-strand
Personal, social and community health	<ul style="list-style-type: none"> <li>• Being healthy, safe and active</li> <li>• Contributing to healthy and active communities</li> <li>• Communicating and interacting for health and wellbeing</li> </ul>
Movement and physical activity	<ul style="list-style-type: none"> <li>• Understanding movement</li> </ul>

Table 3: Mathematics

Strand	Sub-strand
Measurement	<ul style="list-style-type: none"> <li>• Using units of measurement</li> <li>• Location and transformation</li> </ul>

Strand	Sub-strand
Statistics and probability	<ul style="list-style-type: none"> <li>Data representation and interpretation</li> </ul>

**Table 4: Technologies - Subject: Digital Technologies**

Strand	Sub-strand
Processes and production skills	<ul style="list-style-type: none"> <li>Digital Implementation</li> <li>Creating solutions</li> </ul>

**Table 5: Humanities and Social Sciences**

Strand	Sub-strand
Geography	<ul style="list-style-type: none"> <li>Place and liveability</li> </ul>

## General capabilities

- Literacy; information and communication technology (ICT capability); critical and creative thinking; personal and social capability; and ethical understanding.

## Cross-curriculum priorities

- Sustainability