

Welcome to Victoria

PTV learning outcomes

- Students are aware of the opportunities for using public transport
- Students understand personal and societal benefits of public transport
- Students are confident to use public transport
- Students understand why their actions are important to being **safe** on and around public transport
- Students know how to be **safe** on and around public transport

Duration

Sequences are intended to be delivered in 2–4 lessons.

Overview

In this learning sequence, students undertake research in order to create tour packs for families visiting Victoria. Students use public transport and tourism websites to develop itineraries outlining ways in which families can visit at least two places of interest using public transport. The packs include: information about the destinations; public transport routes and timetables; options for purchasing public transport tickets; simple financial plans; **safety** considerations; and maps and illustrations.



Curriculum alignment

Level 5 Mathematics

VCMA191

Create simple financial plans

VCMS207

Describe and interpret different data sets in context

Level 6 Mathematics

VCMA218

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies

Level 5 English

VCELY329

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

Level 6 English

VCELY358

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience

Engage

To set the scene, students brainstorm their favourite places to visit in their local area, for example:

- cultural institutions, eg, museums, zoos, galleries, historic sites, major sports venues
- shopping centres, cinemas, cafés and restaurants
- parks, beaches, swimming pools, picnic areas and sportsgrounds
- natural and built landmarks, eg, bridges, buildings, lookouts.

Imagine a family is coming to visit the local area from another part of Australia, or overseas visitors who speak English. Which of our favourite places would provide the family with experiences they wouldn't find at home? Students can remove destinations that are unlikely to meet this criterion, eg, most visitors from interstate or overseas are probably able to visit cinemas and cafés.

They could also add other places that would be interesting destinations for a family on a day trip, perhaps places the students themselves would like to visit that are accessible from their local area.

Students view online videos designed to entice tourists to visit particular locations, for example:

- Visit Victoria (<https://www.visitvictoria.com/>)
- It's easy to lose yourself in Melbourne (https://www.youtube.com/watch?v=ypCrz_2jivw)
- Healesville Sanctuary (<https://www.zoo.org.au/healesville>)
- Sovereign Hill (<https://www.visitballarat.com.au/explore/sovereign-hill/>).

Students discuss the target audiences for the videos and consider the techniques used to encourage people to visit each destination.



Explore

Students review their list of favourite places and other day trip possibilities to determine whether they are accessible by public transport. Those that are not can be deleted, as the class discusses why public transport access is an essential criterion.

Students can also discuss what they think is a reasonable distance for a family of four to walk. It is important they acknowledge that a family of four might include grandparents, toddlers or people with a disability. One destination they include in their tour pack could be selected with these cohorts in mind.

Provide students with a description of their task, which is to prepare a tour pack for a family of four people who are visiting Victoria. In discussion, the students can suggest what details could be included for each of the six requirements in the tour packs:

1. descriptions of at least two places of interest
2. step-by-step explanations of how to get to and from a central location
3. information about where and how to purchase tickets for public transport
4. simple financial plans
5. information regarding **safety** when using public transport
6. a list of useful websites, email addresses and telephone numbers.

Details about the task with supporting information and useful links can be found in the Welcome to Victoria student worksheet.

Students can also discuss the most effective ways of presenting their tour packs: what will be most useful for travellers and why? They could consider the use of illustrations, photographs and links to websites if the pack is digital, and the writing style that would be most appropriate and appealing.

The packs might take the form of brochures, booklets, slideshows or other digital formats with which students are familiar. A key consideration is that the packs should be portable and able to fit in travellers' pockets or day packs.

Students begin their research focusing on their two selected destinations. Useful websites include:

- Visit Victoria (<https://www.visitvictoria.com/regions>)
- Visit Victoria regions (<https://www.visitvictoria.com/regions>)
- Cultural Tourism Victoria (<https://www.culturaltourismvictoria.com.au/>)

Explain

Students discuss their research so far and share any challenges they are experiencing. Class members can suggest ways of addressing these issues.

Teachers explain why the students' destinations must be accessible using public transport. Some reasons include:

- not all families have vehicles or include someone with a driver's licence
- public transport is often cheaper and faster
- families don't have to be concerned about finding and paying for parking
- public transport reduces congestion on roads
- public transport reduces fuel emissions, which contribute to pollution
- public transport can provide a better visitor experience, eg, travellers can rest along the way, enjoy the scenery and avoid the stress of driving.

Students begin researching options for using public transport to travel to and from a chosen point of origin, eg, a local post office, to their two destinations. A useful website is Public Transport Victoria (<https://www.ptv.vic.gov.au/>)

Students can also identify the costs of transport options for families, adults, children and concession card holders. They can find information about purchasing tickets. Useful websites include:

- Public Transport Victoria Ticketing (<https://www.ptv.vic.gov.au/tickets>)

Students share their findings with classmates to see if they can improve their public transport options.

They can identify challenges they have encountered, eg, walking distance to the nearest bus stop or train station, infrequent services, non-synchronising timetables or variations in costing.



Elaborate

Having completed their research, students can begin to create their tour packs ensuring they include all of the information specified in the worksheet. Students nominate the medium in which they will present their information. This is likely to influence how they present and illustrate the content.

Having determined tourist destinations and modes of public transport, students locate timetables for weekdays, weekends and public holidays. They prepare step-by-step explanations of how to get to and from the destinations including maps/illustrations highlighting start and finishing points, as well as places where families have to change trains, trams, buses or ferries.

Students should indicate locations where families have to walk, including approximate times and distances. They can consider including descriptions of the walks, eg, pathways, hills etc.

A simple financial plan should outline venue admission fees and public transport costs for each destination. The plan can highlight benefits of choosing one purchase option over another, eg, buying myki Explorer Packs instead of myki cards. These benefits can be expressed as percentage savings.

Students should also prepare a list of **safe** behaviours for the transport modes featured in their tour packs, and any **safety** considerations specific to their destinations. Ideally, **safe** behaviours will be illustrated. Remind students that their audience includes children. Useful links include:

- Public Transport Victoria's Travelling safely (<https://www.ptv.vic.gov.au/more/travelling-on-the-network/travelling-safely/>)
- Public Transport Victoria's Accessible transport (<https://www.ptv.vic.gov.au/more/travelling-on-the-network/accessibility/>)
- Metro Trains' Safety (<https://www.metrotrains.com.au/education/>)
- V/Line Safety (<https://corporate.vline.com.au/community>)
- Yarra Trams' Tram safety (<https://yarratrams.com.au/driving-safely-around-trams>)
- TrackSAFE Education (<https://tracksafefoundation.com.au/activity/school-education/>).

Evaluate

- Students discuss and agree on criteria for assessment of the tour packs. These might include:
- inclusion of all required information and accuracy of information
- ease of finding information in the tour pack and readability
- flexibility in catering for the needs of wide range of tourists with a variety of needs
- mobility and hardiness of tour packs
- use of maps and illustrations.

When students have completed drafts of their tour packs, they submit them to one or two classmates for review. Classmates comment on the packs using the agreed criteria and make suggestions where possible.

Students complete their tour packs before sharing them with their class.

And finally they can consider which combinations of destinations and travel options appeal to them most and why. Do some options succeed in combining the three key factors: interesting visitor experiences, convenient public transport, accessibility and affordability for a family of four?

