



LESSON PLAN

Lesson 1: Safe People and Safe Places

LESSON SUMMARY

In this lesson, students explore the idea of a safety network and think about the people and supports that help keep them safe when travelling to and from school or moving around their local community. They learn to recognise trusted adults and community helpers and practise when and how to seek help in different travel situations.

Through videos, card challenges and guided discussions, students begin to build protective behaviours such as spotting safe and unsafe travel situations, choosing safe routes and knowing what to do if they feel unsafe while walking, bike riding or catching public transport. They learn to trust their feelings and their instincts by noticing early warning signs such as 'butterflies' in their stomach, a racing heartbeat or any uneasy feelings. Paying attention to their body and feelings helps students take protective action, seek help and move toward safe people and safe places.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

1 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

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Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. Additional guidance on creating a safe classroom space can be found in the Department of Education's **Resilience, Rights and Respectful Relationships (RRRR)** and **Building Respectful Relationships (BRR)** teaching and learning materials.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students interpret health information to apply strategies that can enhance their own and others' health, safety, relationships and wellbeing. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

VC2HP4P10 Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

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PRIOR KNOWLEDGE

- Students may know some trusted adults in their home and school life.
- Students have some awareness of safe and unsafe situations.
- Students have experience walking, riding, catching a bus or being dropped off/picked up at school.

VOCABULARY

Trusted adult – a grown-up I know who helps keep me safe.

Safety network – a group of people I can go to for help when I need it.

Safe situation – when I feel comfortable and protected (e.g., crossing at lights, walking with a friend).

Unsafe situation – when I feel worried, scared, or unsure (e.g., being followed, talking to a stranger, losing my way).

Helper – someone in the community whose job is to support safety (e.g., crossing supervisor, bus driver, shop assistant).

Protective behaviour – actions I can take to stay safe (e.g., walking with a friend, telling a trusted adult, avoiding shortcuts).

Early warning signs (EWS) – feelings or emotions in your body that let you know something might not be right and that it's time to seek help.

MATERIALS REQUIRED

- Whiteboard and Markers.
- Student journals or notebooks.
- [Safe or Unsafe Card Challenge](#) (Rules and Cards).
- [My Trusted Bus Worksheet](#) (student copies).
- [Who Can I Ask? - Situation Worksheet](#).
- Videos: [Making a Safety Network - Daniel Morcombe Foundation](#)
[Who are your trusted adults \(Primary Edition\)](#).



LEARNING OBJECTIVE

Students will learn how a safety network of trusted people and places supports safe travel. They will practise protective behaviours, recognise safe and unsafe situations and understand how to trust their instincts - especially when noticing early warning signs from their bodies that something doesn't seem right or safe.

SUCCESS CRITERIA

- I can name at least three trusted adults who can help me if I feel unsafe while travelling.
- I can identify safe and unsafe travel situations.
- I can explain when and how to ask for help when travelling to or from school or in the community.
- I can describe how my body might warn me when something is not right.



TEACHING CONSIDERATIONS

- Be mindful that some students may not have many trusted adults outside of school - broaden options to community helpers.
- Use inclusive language so all students can identify a safety network that fits their life circumstances (e.g., some may not walk or ride to school).

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Enable

- Provide extra visuals of trusted adults/helpers (teacher, bus driver, police officer, crossing supervisor, shopkeeper).
- Allow drawing responses on the safety circle instead of writing.
- Use peer buddies during the safe and unsafe card discussions.

Extend

- Students create a Safe Travel Poster showing their safe routes to school and which trusted helpers they might see on the way.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 3-4](#)

Topic #4 - Problem Solving

Activity #2: Roads and roundabouts

Activity #3: Problem Solving in peer situations

Topic #6 – Help-seeking

Activity #3: Help-seeking Sources

Activity #4: Help-seeking Role Plays

Activity #5: Help-seeking stories



ASSESSMENT

- Completed [My Trusted Bus](#) worksheet with at least 3 trusted adults/helpers.
- Completed [Who Can I Ask? – Situation Worksheet](#)
- Student contributions to [Safe or Unsafe Card Challenge](#) discussions including observation of reasoning.



LEARNING CONTINUUM

Focus: Recognising early warning signs, identifying trusted people and safe places, and applying protective behaviours to stay safe and seek help when feeling unsafe during daily travel and community activities.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how to keep themselves safe by recognising unsafe situations, understanding their body clues, and identifying trusted adults and safe places to go for help. They practise making decisions and taking protective actions when travelling or in the community.	Students identify simple examples of trusted adults or safe places when prompted and begin to notice feelings that signal safety or discomfort. They need adult support to make protective choices.	Students describe several trusted people and safe places, and explain how their body clues help them know when something doesn't feel right. They can choose a safe action or ask for help in familiar situations.	Students confidently identify and explain multiple safe people and places across different settings, recognise early warning signs, and apply protective behaviours to keep themselves and others safe in the community.

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ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Protective Behaviours and Help-Seeking	1. Identify trusted adults and safe places they can go if they feel unsafe.	1.0 No response or gives irrelevant examples.	1.1 Names one trusted adult or one safe place with teacher prompting.	1.2 Identifies several trusted adults and safe places in familiar contexts (home, school, community).	1.3 Explains why those people or places are safe, showing understanding of how they help keep us safe.
Understanding Early Warning Signs	2. Recognise body clues and feelings that signal when something doesn't feel safe.	2.0 No evidence of recognising unsafe feelings or body clues.	2.1 Names one body clue (e.g. "butterflies" in my stomach) when prompted.	2.2 Describes several body clues and links them to feeling unsafe or unsure.	2.3 Explains how body clues help them decide what action to take (e.g. I knew something wasn't right, so I went to a safe place).
Decision-Making and Protective Action	3. Apply protective behaviours to travel situations.	3.0 Gives no or unrelated response to travel safety scenarios.	3.1 Identifies one simple protective action with support (e.g. ask for help).	3.2 Describes multiple protective actions that match specific travel situations (e.g. who to ask, where to go).	3.3 Explains why their chosen action keeps them and others safe.
Personal and Social Capability	4. Explain how trusted people and safe places help everyone feel safe in the community.	4.0 No response or limited awareness of others.	4.1 States that trusted people help keep us safe.	4.2 Describes how trusted people or places make others feel safe (e.g. They help everyone cross safely).	4.3 Connects safety to broader ideas of inclusion and care (e.g. Safe places include ramps or helpers so everyone can get support).
Application and Reflection	5. Create and share their own Safety Network using the Trusted Bus metaphor.	5.0 No or incomplete Safety Network shown.	5.1 Draws or names a few trusted adults or places with teacher prompting.	5.2 Completes a detailed Safety Network showing multiple trusted adults and safe places connected to travel.	5.3 Explains and justifies their choices, describing how each trusted person or place supports their safety when travelling.

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Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Teacher introduction:

Today and over a number of other lessons, we're going to learn about something really important called **protective behaviours**. Protective behaviours help us **notice** what's happening around us, **recognise** when something doesn't feel safe and **make choices** that help keep ourselves and others safe.

For you, this means learning to **be aware** - to look, listen and think - before you act.

When we're aware, we can make a **safe choice** based on what we notice.

We'll be learning how to do this in lots of different places — at school, in our community, online, and when we're walking, riding or catching public transport.

The most important thing to remember is: **When we are aware, we can make safe choices - for ourselves and for everyone around us.**

Write SAFE TRAVEL on the board.

Explain: We all travel to school or around our neighbourhood in different ways. Some of us walk, ride bikes, skateboards or scooters, catch the bus or train, or come by car. Some people use a wheelchair, a walking frame or other supports.

Ask: What helps us feel safe when we're moving around our community?

Brainstorm ideas about safe people and safe places. For Example:

- **People:** friends, parents, carers, crossing supervisors, bus drivers, teachers, older siblings, police officers, known neighbours.
- **Places:** footpaths, bike lanes, traffic lights, ramps, wide paths, safe bus stops, libraries, schools, shops, police stations, community centres.

Record responses on the board under two headings: **Safe People** and **Safe Places**.

Show Video: [Making a Safety Network - Daniel Morcombe Foundation](#)

Summarise key takeaways:

- Everyone deserves to feel safe and supported.
- Protective behaviours help us stay safe, like asking for help, walking with a friend or going to a safe place.
- Our body and mind can give us clues when something doesn't feel right. These are called early warning signs.
- It's important to trust your instincts and act when something feels wrong.

Ask:

1. Can you think of a time when you didn't feel safe while travelling?
2. How did you feel? What did you do? Who did you tell?

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DIFFERENTIATION STRATEGIES

Enable

- Write sentence starters on board:
"A safe person is someone who ____"
- "A safe place is somewhere that ____"
- Pair students strategically: i.e. stronger speakers with quieter students.

Extend

- Ask students to list less obvious safe people/places in their own community. Encourage them to explain why each one feels safe.
- Provide a mix of context-dependent examples ("a friend's older brother," "a park after dark") for higher-order discussion.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

The Trusted Bus & Safe Stops

Show images of community helpers connected to travel.

Ask: *Who are some people we can ask for help if we feel unsafe on the way to or from school?*

Watch video: [Who are your trusted adults \(Primary Edition\)](#)

Introduce The Trusted Bus as a metaphor for a safety network:

- **Driver** = parent/guardian or carer - they guide you and make sure you're safe.
- **Front seats** = other trusted adults such as teachers, crossing supervisors, support workers, interpreters, police
- **Middle seats** = friends who travel with you - they make the journey fun and help you when needed.

Explain: *Your Trusted Bus carries the people you can count on. With trusted adults and friends on board, you can travel through life feeling safe and supported.*

Introduce: *Safe Stops*

- These are places in your community that you can go if you feel unsafe or unsure.
- Examples: school office, local shop, library, neighbour's house, police station

Model a Trusted Bus on the board with yourself as a passenger.

Add trusted adults and safe places you might encounter while travelling.

Re-emphasise what makes someone a trusted adult:

- They listen to you.
- They believe you.
- They understand how to help or find someone who can.
- They respect your needs (for example, giving you more time, using clear words or helping if you use a wheelchair, hearing aid or interpreter).

Explain early warning signs and trusting instincts:

- Sometimes our body gives us clues when something doesn't feel right. You might get butterflies in your stomach, shaky hands, sweaty palms, or a fast heartbeat. These are called **early warning signs**.
- It's important to **trust your instincts**. If something feels wrong, it's okay to act—go to a safe place, ask a trusted adult, or walk away. Your feelings are important and they help keep you safe.

Hand out *Trusted Bus Worksheet*.

- Students draw or label their own bus with trusted adults and safe places connected to travel (home, school, community).

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DIFFERENTIATION STRATEGIES

Enable

- Provide a bus outline with key seats already labelled (e.g., "Parent/Carer," "Teacher," "Friend") for students to fill in with names or drawings.

Extend

- Have students create a simple body outline diagram showing their unique physical clues when they feel unsafe and ask - "Can early warning signs feel different for different people?"

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Safe or Unsafe Travel Challenge

Discuss examples of safe vs unsafe travel situations:

- **Safe** = walking with a friend, waiting at a bus stop with others, going to a known shop if lost.
- **Unsafe** = taking a shortcut alone, getting in a car with someone you don't know, ignoring your instincts (body feelings).

Play: *Safe or Unsafe Card Challenge* (Rules and Cards provided)

- Students sort cards into 'Safe People,' 'Safe Places,' and 'Unsafe Situations'.
- Discuss why certain places or people are considered safe and how protective behaviours help us make good choices.
- Reinforce how early warning signs our bodies give us can help us decide what to do in unsafe situations.

DIFFERENTIATION STRATEGIES

Enable

- Allow verbal justification rather than written for some students.
- Provide a simple 2-column mat with large text: "SAFE / UNSAFE."

Extend

- Introduce "Sometimes Safe" column for complex scenarios to discuss conditional safety.
- Students design their own Safe/Unsafe scenario cards with an explanation or illustration, adding to the class deck.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Who Can I Ask? Where Can I Go?

Hand out scenario worksheet:

Students work individually or in pairs to identify *who they can ask* and *where they can go* in different travel situations.

Examples:

- You miss your bus stop. → Ask the bus driver, go to a nearby shop, call a trusted adult.
- Your bike chain breaks. → Ask a neighbour, go to a safe place, wait with a friend.
- Someone you don't know is following you. → Go to a safe place, ask a trusted adult, call for help.

Share responses as a class.

Highlight protective behaviours:

- Asking for help.
- Staying with others.
- Going to a safe place.
- Trusting your early warning signs.

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DIFFERENTIATION STRATEGIES

Enable

- Allow students to work in pairs or small groups, discussing before writing.
- Provide a word bank with options like "bus driver," "teacher," "friend," "shop," "library," "police."

Extend

- Students write an extended response to a complex situation (e.g., "What if no trusted adult is nearby?").
- Challenge students to draw a map of their journey to school marking Safe Stops and trusted adults along the way. Include legends and labels for clarity.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

My Safety Network Promise

In a class circle, each student shares one protective behaviour they can use when travelling.

Examples:

- "I can walk with a friend,"
- "I can go to the library if I feel unsure,"
- "I can ask the crossing supervisor for help."

Teacher reinforces: *We all need a strong safety network when travelling. Safe people and safe places help us feel confident and protected. Protective behaviours help us make smart choices and know when to ask for help. Our body and mind can give us clues when something isn't right and trusting those feelings is part of staying safe.*

Remember our core message:

- *When we're aware, we can make safe choices - for ourselves and for everyone around us.*

Conclude with reflection question: *How does having a safety network make travelling in our community safer?*

DIFFERENTIATION STRATEGIES

Enable

- Offer the choice to share in small groups rather than whole class to reduce anxiety and build confidence.
- Allow students to hold up a picture card instead of speaking if they prefer.

Extend

- Students create a mini-poster or digital slide titled My Safety Network Promise, illustrating their trusted adults and safe places.
- Students explain the Trusted Bus metaphor to a buddy or younger student group, reinforcing understanding through teaching.