



LESSON PLAN

Lesson 1: My Safety Radar

LESSON SUMMARY

In this lesson, students learn to "tune in" to their internal **safety radar** - the physical and emotional body clues that help them recognise when a situation feels safe, unsafe or uncomfortable while travelling. They identify how their bodies react to danger or discomfort (such as a racing heart, tense muscles or "butterflies" in the stomach) and practise how to respond when these signals appear.

Through brainstorming, scenario analysis and creative reflection, students learn that their body sends important messages to help them make safe choices in real travel settings.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



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 the **Resilience, Rights and Respectful Relationships (RRRR)** approach, teachers are encouraged to work with students to establish a safe space that supports respectful participation and open discussion. This includes co-creating clear class agreements that promote kindness, inclusion and active participation, so all students feel comfortable sharing their views without fear of judgement.

Teachers should model respectful behaviour, address inappropriate comments directly, and reinforce expectations that promote safety and inclusion. Clear boundaries around privacy and disclosure are essential. Use protective interrupting strategies where needed, and remind students that learning activities use general examples and do not require personal sharing.

This approach can be strengthened by encouraging "my friend" statements, which allow students to explore issues without sharing personal details, and by providing a question box so students can raise concerns privately and safely. Informing wellbeing staff prior to lessons is also recommended, as the content may prompt help-seeking or peer referrals.

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.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 6, students explain how communication skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. They refine strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Personal and Social Capability:

By the end of Level 6, students explain the effect that different personal and social contexts have on emotional responses and behaviours. They explain a range of ways to support themselves and others in personal and social contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P06 Apply strategies to manage emotions and analyse how emotional responses influence interactions.

VC2HP6P08 Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community.

VC2HP6M09 Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

CAPABILITIES

Personal and Social Capability

VC2CP6S01 How and why emotional responses and behaviour change in different personal and social contexts.

VC2CP6S04 What it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action.

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PRIOR KNOWLEDGE

- Students can describe safe and unsafe situations in general terms.
- Students have some awareness of personal boundaries and feelings of comfort/discomfort.
- Students have experienced travel in their local community (walking, riding, car trips, or public transport).

VOCABULARY

Body clues: Physical or emotional signals that tell us when we might be unsafe or uncomfortable.

Safety radar: The internal "alarm" that alerts us to danger or unease.

Protective behaviours: Actions that help keep us safe, such as moving away, saying no, or seeking help.

Unsafe situation: When something feels wrong or risky, even if it's hard to explain.

Uncomfortable feeling: When we feel unsure, nervous, or uneasy, and might need to stop and think.

Trusted adult: An adult who listens, believes and helps us when we feel unsafe.

MATERIALS REQUIRED

- Whiteboard and markers
- Student journals or notebooks
- [Safety Radar Match-Up Activity Cards](#)
- [Safety Radar Match-Up Activity - Rules and Responses Sheet](#)
- [My Personal Safety Radar Worksheet](#)
- [Safety Radar Reflection Worksheet](#)
- Videos – [SONAR/RADAR Effect YouTube video](#)
[Curious Kids Psychology - Fight Flight for Kids](#)



LEARNING OBJECTIVE

Students will recognise and interpret body clues that signal when a travel situation may be unsafe or uncomfortable. They will learn to trust these early warning signs, identify what is causing the feeling and practise using protective behaviour strategies to respond safely.

SUCCESS CRITERIA

- I can describe at least three body clues that alert me to danger or discomfort.
- I can identify examples of safe, unsafe, and unsure travel situations.
- I can describe what I could do if my body clues tell me I feel unsafe.

TEACHING CONSIDERATIONS

- Be sensitive to students who may have experienced unsafe or traumatic situations; avoid requiring personal disclosures.
- Reinforce that "unsafe" and "uncomfortable" feelings are valid and it's okay to talk about them.
- Include travel scenarios relevant to students' everyday experiences (walking, cycling, public transport).
- Encourage emotional literacy—help students name and normalise physical feelings.

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Enable

- Use illustrated body maps showing physical clues (sweating, shaky hands, frowning, butterflies).
- Provide simple statements or visual symbols for students who need help expressing feelings.
- Allow students to act out scenarios rather than write responses.

Extend

- Students write or record a "Safety Radar Guide" explaining how to recognise and act on body clues when travelling independently.
- Research how athletes use body awareness (heart rate, breathing) to make safe choices in sport - linking it to tuning into their radar.



USEFUL LINKS

[Child Safe - Body Safety Programs to empower children, educators and families](#)
[Kids Helpline - abuse and safety resources for schools](#)
[The Daniel Morcombe Foundation - Keeping Kids Safe Resources](#)
[National Office for Child Safety - body safety cards](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #1 - Emotional Literacy

Activity #1: What do emotions look like?

Activity #2: Recognising positive, negative and 'mixed' emotions.

Activity #3: Intense emotions.

Transport Victoria - Yr 5-6 Active Travel Unit

Lesson #5: Hazard Hunters



ASSESSMENT

- Observation of contributions in Body Clues Brainstorm and Scenario Sorting.
 - Completed Safety Radar Reflection drawing/journal page.
 - Student explanations of what they would do in unsafe/uncomfortable travel scenarios.
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LEARNING CONTINUUM

Focus: Recognising and responding to body clues that signal safety concerns; applying protective behaviours when travelling in the community; understanding shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how their 'Safety Radar' helps them stay safe when travelling. They learn to recognise body clues, interpret what those clues might be telling them, and practise choosing protective behaviours that support their own safety and the safety of others.	Students identify a small number of body clues with support (e.g., fast heartbeat, sweaty palms). They begin to notice when their body feels different in a travel situation and state that this might mean something is not right. They can name one or two simple protective actions (e.g., move away, find a trusted adult).	Students describe a range of body clues and explain what those clues might be signalling in different travel scenarios. They make simple connections between the scenario, their body clue and an appropriate protective behaviour. They begin to choose protective actions with some reasoning (e.g., "I would go back to school because my body is telling me something feels off").	Students confidently explain how their safety radar works, making clear links between body clues, the meaning of those clues and the protective actions they select. They apply protective behaviours independently and justify their choices. They show awareness of how their actions can support the safety of others (e.g., travelling with a friend, seeking help for someone who feels unsafe).

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
			1	2	3
Identifying body clues.	1. Identify body signals that show their safety radar is pinged.	1.0 Gives no example or gives unrelated sensations.	1.1 Names one body clue when prompted.	1.2 Describes one or two body clues using own words.	1.3 Explains how a body clue helps them recognise a change in safety.
Interpreting safety cues	2. Describe what a body clue might be telling them in a travel situation.	2.0 Gives no interpretation or gives unrelated ideas.	2.1 States a simple idea such as "something is wrong".	2.2 Describes what the clue might mean in a given scenario.	2.3 Explains how the clue helps them decide whether a situation is unsafe or unsure.
Connecting scenario + body clue + meaning.	3. Match a travel scenario with a possible body clue.	3.0 Makes no match or gives an unrelated match.	3.1 Matches one scenario and one body clue with prompting.	3.2 Matches multiple scenarios and body clues with logical reasoning.	3.3 Explains how different body clues could match the same scenario and why.
Applying protective actions.	4. Select a protective action that responds to their body clue.	4.0 Gives no action or an unsafe action.	4.1 Names one basic action with prompting.	4.2 Selects a relevant protective action for a scenario.	4.3 Explains why the chosen action fits the scenario and body clue.

* continued overleaf

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal & social capability	5. Suggest a protective action that supports their own or others' safety.	5.0 Gives no suggestion or unclear response.	5.1 Suggests a simple protective action with prompting.	5.2 Suggests a realistic protective action they could use.	5.3 Suggests an inclusive protective action and explains how it supports themselves or others.

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Set the scene:

Show this animated sonar/radar video – [SONAR/RADAR Effect YouTube video](#)

Ask: *Does anyone know what this is?*

Does anyone know what a radar does?

Record responses on the board such as:

- It detects things around it that are sometimes hard to see (e.g. rain radar)
- It tells us if something is safe or dangerous
- It helps us prepare or react (storm warnings)

Explain: *A radar is a system that constantly scans its surroundings. It sends out signals and listens for echoes. When everything's clear, there's no sound or dots on the screen. But when something unusual appears such as a plane, a storm or an obstacle, the radar sends out a signal or a ping to alert us that something might need attention.*

Write My Safety Radar on the board.

Then explain: *Our bodies work in a very similar way to a radar. Even when we're not thinking about it, our brain and senses are always 'scanning' the environment – noticing sights, sounds, smells and feelings that help us stay safe. When everything feels calm, there are no alerts – our radar is on, but quiet. But when something doesn't feel right, our body sends us a signal – a ping – just like the radar.*

Ask: *What might that signal or ping feel like in our bodies?*

Record responses on the board such as:

- a racing heartbeat
- butterflies in your stomach
- sweaty palms
- the urge to move away

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Emphasis: Everyone's body clues can be different depending on our body, our experiences, or what's familiar or unfamiliar to each of us. There's no one 'right' way to feel signals of danger.

Brainstorm: When have you felt worried or unsafe when travelling to or from school or in your community and what happened in your body?

Add body responses to the board if not already recorded (e.g., fast heartbeat, tense stomach, sweaty palms, shaky voice).

Show a short video: [Curious Kids Psychology - Fight Flight for Kids](#)

DIFFERENTIATION STRATEGIES

Enable

- Provide picture cards of radars, weather maps, and body-clue icons to support students who need visual anchors. Students point to the images that match the teacher's questions.
- For students who find sharing difficult, provide stem cards such as:
"One time I felt worried when..."
"My body felt..."
"The unsafe thing was..."
- Use learning activities in the RRRR Level 1-2 Activity 4 on Respect my body, respect my personal space or Level 3-4 Activity 4 on using the No, Go Tell model

Extend

- Ask students to think of other real-world systems like radars (e.g., smoke alarms, car sensors, emergency sirens) and explain how they keep people safe.
- Students sort example feelings/experiences into two columns: Worried but safe vs Unsafe, and justify their choices to a partner.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: *This video showed what happens inside our body when our 'safety radar' pings. The fight, flight or freeze response is our body's alert system. It switches on automatically to help protect us. It's our body's way of saying, 'Something might not be safe so pay attention and act wisely.'*

Just like a radar operator uses those pings to guide a ship or plane away from danger, we can use our body's signals to guide our own safe choices, especially when travelling or moving around our community.

Step 1 – Review and extend the brainstorm

Refer back to the body clues identified in the introduction.

Ask: Are there any other body clues or feelings our radar gives us that aren't on the board?

Add to your existing class brainstorm chart if required. Other examples include:

- Wobbly knees, tense shoulders, dry mouth, shaky hands, faster breathing, confused thoughts, feeling frozen or blank.

Then ask: Do these signals *always* mean we're in danger?

Guide discussion:

- Sometimes, our radar pings when we're nervous but still safe - like before a test, performing in front of the class or meeting new people.
- These feelings are helpful reminders to pause, notice, and decide: *Am I really unsafe, or am I just feeling unsure?*

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Explain: That's what our radar helps us do. It helps us check in with ourselves, pause and think before we act. Even if it turns out to be a false alarm, it's always better to listen than to ignore it.

Step 2 – Model example

Describe or act out a simple scenario:

Let's imagine you're walking home after school. A car pulls over nearby and someone you don't recognise calls out. Suddenly, your stomach feels tight, your heart starts to beat faster, and your legs want to move.

Ask:

- What's your radar doing?
- What's it trying to tell you?

Guide students to respond: *It's pingin! It's warning me that something might not be right.*

Then model the thought process aloud:

When I notice those clues, I can choose a protective action. I might ignore it, keep walking quickly to a safe place, cross the road, call a parent, or go back to school. My radar has done its job - it's helped me make a safe decision.

Step 3 – Link to protective actions

Explain that our radar only helps us if we act on what it tells us.

Say: *When our radar pings, we can use protective behaviour that help us feel and stay safe.*

List or model a few examples on the board:

- Move away from the situation or person.
- Go to a safe place (like a shop, bus stop or friend's house).
- Tell a trusted adult or community helper.
- Call a parent or carer.
- Say "no" confidently if someone is making you uncomfortable.

Emphasise: Sometimes our radar helps us avoid danger; other times, it helps us stay calm and make good choices when things don't go to plan. The important part is noticing the clues and knowing what to do next.

DIFFERENTIATION STRATEGIES

Enable

- Provide a visual chart listing body clues with simple icons. Students can point, match, or circle clues instead of generating them independently.
- Provide students with a partner to rehearse thinking aloud while the teacher models the scenario.

Extend

- After the modelled scenario, challenge students to list 3 different appropriate protective actions and explain which is most effective and why.
- Provide an extra scenario that is ambiguous (e.g., "A neighbour you don't know well offers you a lift because it's raining"). Students debate whether the radar should ping and justify opposing viewpoints.

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3 LESSON PHASE: Guided Practice



TIMING: 15 mins

Introduce the Safety Radar Match-Up activity:

Now that we understand what our radar does and how it warns us, let's see if we can use it in real and imagined travel situations. We're going to test our radar with some travel scenarios that may make you feel unsafe or unsure.

Follow the instructions on the Safety Radar Match-Up Rules sheet (supplied) but briefly summarised here:

Distribute to each pair or small group one set of each of the following cards (supplied):

1. **Travel Situation Cards** (14 total)
 2. **Body Radar Cards** (14 total, some duplicates)
 3. **Protective Action Cards** (14 total)
 4. **Blank Protective Action Cards** (4 total) - Students can write a different action they would take on these cards (if needed).
- Mix and spread the cards face up on desks.
 - Students work together to create logical matches of 1 travel scenario + 1 body radar + 1 protective action.
 - There can be multiple correct answers so the focus is on reasoning and discussion.
 - Teacher circulates, prompting with questions and checking understanding.

Once all matches are made by each pair, call out a few random scenario numbers for pairs to share aloud and ask:

- What body radar clue did you match?
- What protective action did you choose and why?

Encourage reasoning: Is that the only action that would work? Could your body feel differently in that situation?"

After discussing 4-5 situations, pairs join with another pair to compare and discuss any differences in their matches.

DIFFERENTIATION STRATEGIES

Enable

- Provide 2–3 pre-matched examples to model what a complete match looks like. Students needing more support work with a reduced set of cards (e.g., 6 scenario sets instead of 14).
- Use coloured dots or borders to visually group body clues, scenarios, and protective actions. This helps students begin with more obvious matches before tackling abstract ones.

Extend

- Students design an additional scenario that could happen when travelling, a new body-clue card or a more advanced protective action card (e.g., "Ask multiple trusted adults until one helps").
- For each scenario, students rank protective actions from most effective to least suitable, giving a reason for each ranking.

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4 LESSON PHASE: Independent Application



TIMING: 15 mins

My Safety Radar Reflection

Students design their own "Safety Radar" using the [My Personal Safety Radar Worksheet](#).

- In the centre, write "ME"
- Around the circles, add signals (body clues) that help them detect danger or discomfort.
- Outside the Radar circles, write actions they can take when their radar goes off (e.g., move to a safe place, call a parent, tell a teacher, walk with a friend).

DIFFERENTIATION STRATEGIES

Enable

- Offer mini-conferences for students who need support organising ideas. Students may verbally explain their radar and the teacher/scribe writes their responses.

Extend

- Add an outer ring to the radar titled: "Backup Plan if the First Action Doesn't Work". Students identify a second protective action to use if the first is not possible.
- Challenge students to draw a map of their real journey to or from school and mark possible spots where their radar might ping, including safe places/people nearby.

5 LESSON PHASE: Review / Reflection



TIMING: 5 mins

Gather students in a circle.

Ask reflection prompts:

- What new body clue did you learn about today?
- How can your safety radar help you when travelling to school or around your community?

Reinforce: Our bodies are powerful safety tools. When we listen to our body clues, we can make safer choices and protect ourselves.

End with a class affirmation: "I can trust my body clues. They help me stay safe on the move."

DIFFERENTIATION STRATEGIES

Enable

- Offer Provide three options for reflection so all students can participate comfortably:
 - Verbal sharing
 - Point to a body clue on the board
 - Draw a quick emoji showing how they feel about using their safety radar.

Extend

- Add Invite students to respond to deeper questions, e.g., "How might your safety radar protect a friend as well as yourself?"
- Ask students to create their own personal version of the class affirmation (e.g., "My body clues are my superpower for staying safe when I travel!").