



LESSON PLAN

Lesson 6: The Final Step – Safe Travel Planning

LESSON SUMMARY

In this final lesson, students bring together everything they have learned about protective behaviours, safe travel choices and respectful actions. They will create their own Safe Travel Plan showing how they can travel safely and respectfully between home, school and their community. Students reflect on what they've learned about safe people, personal boundaries, being a supportive friend, being aware of their surroundings and making safe choices when walking, riding or using public transport. By designing a plan that includes safe routes, trusted adults, respectful behaviours and protective strategies, students demonstrate growing independence and confidence as respectful travellers.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

6 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 apply personal and social skills and strategies to interact respectfully with others. 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. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P04 Select, use and refine personal and social skills to establish, manage and strengthen relationships.

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.

VC2CP4S04 Strategies that support persistence and adaptability when faced with challenging situations and change.



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PRIOR KNOWLEDGE

- Explored key protective behaviours and travel safety concepts through previous lessons, including:
 - identifying safe people and places,
 - understanding personal boundaries and the concept of personal space,
 - learning how to make safe and respectful travel choices when walking, riding, or using public transport,
 - practising using a brave voice to protect themselves or others, and
 - exploring how to be a safe and supportive friend.
- Students are now ready to bring all their learning together to design their own Safe Travel Plan, demonstrating how they can use protective behaviours to travel confidently, respectfully and safely in their community.

VOCABULARY

Protective behaviours – actions or choices we use to keep ourselves and others safe, such as saying no, walking away, or telling a trusted adult.

Trusted adults – grown-ups we can count on to help us feel safe, listen to us and take action if we need help (like parents, carers, teachers, crossing supervisors or neighbours).

Boundaries – invisible lines that show what feels safe and comfortable for our body and personal space.

Safe routes – the paths, roads or ways we choose that help us get to places safely.

Brave voice – using our voice in a strong, clear way to speak up when something doesn't feel right or when someone needs help.

Respect – treating people, places and things with care and kindness.

Safe choices – decisions that keep us and others out of danger, like waiting for the green light or walking on the footpath.

Independence – being able to do things on our own safely and make good decisions.

Respectful traveller – someone who looks out for others, follows the rules, and makes everyone feel safe and welcome when walking, riding or using transport.

MATERIALS REQUIRED

- Whiteboard and markers.
- Coloured pencils/markers
- [Visual Map of Unit Lessons](#)
- [Safe Travel Map](#) – Teacher Example
- [Safe Travel Plan](#) – Brainstorm Worksheet
- [My Safe Travel Map](#) – Blank Student Templates



LEARNING OBJECTIVE

Students will consolidate their understanding of protective behaviours and respectful travel by creating a Safe Travel Plan that identifies safe routes, trusted adults, respectful actions and protective strategies for travelling between home, school and their community.

SUCCESS CRITERIA

By the end of this lesson, students can:

- Identify safe routes, people and places in their local area.
- Describe ways they can use a brave voice and make protective choices.
- Explain what respectful travel looks like and how it helps others feel safe.
- Create a personalised Safe Travel Plan that shows confidence and independence as a respectful traveller.

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TEACHING CONSIDERATIONS

- Ensure students have access to a range of examples reflecting metro and regional travel (e.g., trams, crossings, school buses, country roads).
- Use inclusive language and visuals to support students with diverse experiences and needs.
- Reinforce that being an independent traveller doesn't mean being alone. Safe people and helpers are always available.
- Encourage students to consider how their actions affect others, linking safety with empathy and respect.
- Allow time for sharing and celebrating students' final plans to promote ownership and pride.

Enable

- Provide sentence starters, picture cards, or guided examples for students who need help expressing ideas.
- Pair students strategically to support collaborative thinking.
- Offer pre-drawn map templates or visual scaffolds (e.g., icons for safe people, crossing points, helpers).
- For EAL/D learners, use visuals, key word cards, and modelling to clarify concepts like brave voice or respectful traveller.

Extend

- Students design a "Safe Travel Tips for Younger Students" poster, video or slideshow.
- Invite students to include environmental or community ideas (e.g., walking groups, buddy systems, kindness on the bus).
- Challenge advanced learners to identify possible travel risks and outline protective responses in their plan.



USEFUL LINKS

[Bike Ed Unit 2 Lesson 9 Route planning and hazards](#)
[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 3-4](#)
[Transport Victoria - Education Resources \(Road Safety\)](#)
[Road Safety Education Victoria Website](#)
[Public Transport Safety website - vic.gov.au](#)



ASSESSMENT

- Observation of group and class discussions.
 - Review of completed Safe Travel Plans for understanding of safe and respectful behaviours.
 - Oral reflection or exit ticket: "One way I can be a safe and respectful traveller is..."
 - Evidence of critical and creative thinking in how students identify helpers, routes, and respectful behaviours.
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LEARNING CONTINUUM

Focus: Bringing together protective behaviours learning to plan and apply safe, respectful and inclusive travel practices in the local community; recognising how individual actions support the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students consolidate their protective behaviours learning by planning a safe and respectful journey in their local community. They draw on knowledge from previous lessons about safe people and places, boundaries, brave voices, safe choices and respect for others.	Students identify a few protective behaviours they have learnt across the unit and use them with support to plan a simple, safe journey. They name trusted adults and safe places on their route and can describe one or two safe choices (e.g. walking with a friend, stopping at crossings).	Students combine several protective behaviours to design a Safe Travel Plan that shows how they can travel safely and respectfully in their local area. They explain how their actions—such as using a brave voice, following rules, and helping others—support safe, inclusive travel.	Students apply all protective behaviours independently to plan and explain a safe and respectful journey in their community. They justify their choices, showing understanding of how safety, respect and inclusion are connected.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of protective behaviours	1. Identify key protective behaviours that support safe travel.	1.0 No response or unrelated comment about travel.	1.1 Names one protective behaviour with teacher prompting (e.g., "safe choices" or "trusted adults").	1.2 Describes how one or two protective behaviours help them travel safely (e.g., "using a brave voice if I feel unsafe").	1.3 Explains how protective behaviours connect to feeling safe, confident and respectful when travelling
Application of safety knowledge	2. Create a personal Safe Travel Plan that identifies safe people, places and choices.	2.0 No map or missing key features.	2.1 Includes some relevant details (e.g., home, school, one safe person) with support.	2.2 Clearly identifies several safe people, places and choices that show awareness of travel safety.	2.3 Presents a detailed, realistic plan showing awareness of different travel contexts and protective behaviours.
Understanding of respect and inclusion	3. Explain how respectful behaviours help everyone feel safe while travelling.	3.0 No mention of respect or irrelevant example.	3.1 Gives a simple example of respectful behaviour (e.g., "helping others on the bus").	3.2 Describes how respectful behaviour makes others feel safe or included.	3.3 Explains how respect, empathy and safety are connected when travelling in the community.

* continued overleaf

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Decision making and problem solving	4. Describe how to use a 'brave voice' or make a safe choice in tricky travel situations.	4.0 No example or vague response.	4.1 States that they would tell an adult or walk away if unsafe .	4.2 Describes how to use a brave voice or choose a safe action in a specific situation.	4.3 Explains why that choice keeps themselves and others safe, linking it to protective behaviour principles.
Personal and social capability	5. Suggest actions to support safe and respectful travel for all.	5.0 No suggestion or unclear idea.	5.1 Suggests a simple action (e.g., "follow the rules").	5.2 Suggests a realistic action that supports both their own and others' safety (e.g., "wait for younger kids to cross first").	5.3 Proposes an inclusive action and explains how it helps others feel respected and safe in their community.
Reflection and connection-making	6. Reflect on what they have learnt about being a safe and respectful traveller.	6.0 No reflection or off-topic statement.	6.1 Completes one sentence about being safe or respectful with prompting.	6.2 Describes what they have learnt about keeping themselves safe when travelling.	6.3 Reflects on how their actions can help others feel safe and confident when travelling together.

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

What Have We Learnt on Our Protective Behaviours Journey?

Display a simple visual map (provided) showing each previous Unit lesson (e.g., *Safe People & Places* → *My Space & Boundaries* → *Walk Wise & Cycle Safe* → *Safe Friends & Brave Voices* → *All Aboard with Safe Choices* → *The Final Step*).

As a class, revisit the main message from each lesson.

Ask:

- What protective behaviours did we learn in this lesson?
- How do these help us stay safe and respectful when we travel?

Record key words or phrases that are repeated on the board. For example:

- trusted adults
- brave voice
- safe routes
- respect
- boundaries
- helping others
- being alert
- safe choices

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Explain: Today, we'll put everything together by creating our own **Safe Travel Plans**. That is your guide to being a safe, respectful and confident traveller. It all connects back to the core message of protective behaviours: That is: When we're aware of our what and who is around us, we can make safe choices for ourselves and everyone else.

DIFFERENTIATION STRATEGIES

Enable

- Use sentence starters to support verbal responses:
- "In the Safe Friends lesson, I learnt to..."
- "A safe choice is when I..."
- Offer partner talk before whole-class sharing to build confidence.

Extend

- Ask: "What do all these lessons have in common?" or "How do the lessons connect to being respectful when travelling?"
- Students record ideas as a mind map showing links between key protective behaviours (e.g., brave voice ↔ safe choices ↔ respect).

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain the purpose of a Safe Travel Plan – i.e. A personal map and checklist that helps us plan safe, respectful journeys. It shows:

- Safe routes or places near school/home
- Trusted adults and helpers
- Actions that keep me safe
- Ways I can use my brave voice
- Respectful behaviours that make others feel safe too

Model a simple Safe Travel Map (using the example provided) of a route between your home and school.

On the map, identify the following:

- Trusted adult – Known neighbour's house
- Safe person – Crossing supervisor
- Safe place – Shop with friendly staff
- Safe choice – Crossing on green signal
- Safe space – My boundaries
- Safe friend – Brave voice

Discuss other places on the map where you could place these labels. For example:

- Safe choices: walking my bike across the road when crossing.
- Brave voice: Say "Please give me more space" if someone gets too close on their bike.
- Trusted adults: Parent/carer walking with you, Mr Tran (teacher),
- Respectful actions: Let others off the bus first, use quiet voices, help younger students.

Brainstorm:

- What makes this plan safe?
- What makes it respectful?
- Is there anything else that could be added to help me or others feel more protected?

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DIFFERENTIATION STRATEGIES

Enable

- Ask guiding questions:
"Where is the safe place?"
"Who could help you here?"
- Provide students with their own copy of the Safe Travel Map – Teacher example and encourage them to point or circle features on the modelled map as you describe them.

Extend

- Encourage students to **add two alternate safe routes or choices** to the teacher's example map.
- Invite students to explain why each choice is safe and respectful.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Safe Travel Plan Brainstorm

Students work in **pairs or small groups** to brainstorm what should go in their own Safe Travel Plan.

Handout the My Safe Travel Plan – Brainstorm Worksheet that has the following points:

- My Usual Travel Route (or one I often take)
- Safe People or Helpers on My Journey
- Places I can go for help if I feel unsafe
- Actions that help me stay safe
- Ways I show respect and help others feel safe
- How I can use my brave voice

Encourage discussion of both metro and regional examples. For example:
city buses, local roads, bike trails, small-town crossings, country school bus routes.

Support students to think about:

- Who travels with them (siblings, friends, parents)
- Different travel modes (walking, riding, bus, carpool)
- Times when they might need to make an independent choice

DIFFERENTIATION STRATEGIES

Enable

- Provide a word bank (e.g., safe person, trusted adult, brave voice, respectful action).
- Give visual travel prompt cards (bus stop, footpath, zebra crossing) to help trigger ideas.
- Pair with a peer or teacher aide for guided discussion, focusing on one section at a time.

Extend

- Encourage the use of decision-making language: "I think Route A is safer because..."
- Challenge students to add a "What I could improve" section to their brainstorm.

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LESSON PHASE: Independent Application



TIMING: 15 mins

Create Your Own Safe Travel Plan

Students create a visual Safe Travel Map using one of the [My Safe Travel Map – Blank Student Templates](#) provided or blank paper. They may:

- Draw their home, school and key travel points.
- Label safe people and places.
- Add thought or speech bubbles showing how they use their brave voice.
- List safe and respectful actions around their map.

Encourage creativity. Students may use colour coding for *safe*, *respectful* and *help* zones.

Optional extension: Students create a short "My Safe Travel Tips" poster or video message to share advice with younger students.

DIFFERENTIATION STRATEGIES

Enable

- Provide a partially completed template with key features listed.
- Offer sticker icons or cut-out symbols (trusted adult, safe place, crossing, help zone) to place on their map.
- Give optional oral dictation support – students can describe their ideas to a teacher or peer who helps write the labels.

Extend

- Ask students to design a "Safe Travel Tips" poster, brochure, or video for younger peers.
- Include criteria: 3 safe choices + 2 respectful actions + 1 brave voice example.
- Write a short narrative showing themselves solving a tricky travel situation using protective behaviours.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Our Safe Travel Pledges

Gather the class and invite volunteers to share one feature of their *Safe Travel Plan*.

Discuss:

- *What makes us feel most safe when we travel?*
- *How can we help others feel safe too?*
- *What will we remember next time we walk, ride or use public transport?*

Students complete the sentences:

1. A *safe* traveller is someone who...
2. A *respectful* traveller is someone who..."

Finish with a shared pledge: *We promise to travel with care, respect and brave voices – to keep ourselves and others safe wherever we go.*

Display completed Safe Travel Plans around the classroom or in the hallway as part of a '**Respectful Journeys**' wall, celebrating how students have learned to travel safely, respectfully and confidently in their community.

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DIFFERENTIATION STRATEGIES

Enable

- Provide **sentence stems** on the board or cards:
"I feel safe when..."
"I can use my brave voice by..."
"A respectful traveller is someone who..."
- Allow students to **record their pledge with drawings or symbols** instead of full sentences.
- Read the class pledge together using **echo reading** for support.

Extend

- Invite advanced students to **present or explain** their Safe Travel Plan to younger students or another class.
- Challenge them to **reflect in writing**: "What have I learned about keeping others safe, not just myself?"
- Encourage **leadership roles** in displaying and curating the 'Respectful Journeys' wall.

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