



LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone

(Rules, rights & responsibilities)

LESSON SUMMARY

In this lesson, students explore how public transport rules and laws act as protective systems that reduce risk, support fairness and safeguard the rights of everyone in shared travel spaces. As students increasingly travel independently, they learn that safety is created through clear rules, shared expectations and responsible decision-making.

Students examine the link between rules, rights and responsibility, understanding that laws exist to prevent harm and protect the right to feel safe and respected, while also supporting drivers, staff and other passengers. The lesson emphasises that following rules is an active protective behaviour that builds predictability, trust and safety in busy environments. The lesson also builds awareness of appropriate reporting pathways on public transport, reinforcing that no concern is too small and that seeking help is a strength, not a weakness.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

6 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Civics and Citizenship



CAPABILITIES

- Personal and Social Capability

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Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships** (RR) teaching and learning resources:

- Establish class agreements that help all students and staff to feel safe and respected.
- Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
- Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
- Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
- Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
- Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.

Achievement Standard (Extract)



Health and Physical Education:

Students analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing. They analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others).

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P04 Examine the roles of respect and empathy in developing respectful relationships.

VC2HP8P07 Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

VC2HP8P09 Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.

Civics and Citizenship

VC2HC8K10 How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society.

CAPABILITIES

Personal and Social Capability

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

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PRIOR KNOWLEDGE

Students may already:

- Use public transport independently or with peers (trains, trams, buses, V/Line).
- Recognise common public transport signs, announcements and safety messages.
- Understand basic road safety rules from primary school (e.g. crossing safely, wearing helmets).
- Have experienced social pressure, time pressure or distractions when travelling.
- Know that laws exist but may not fully understand why they exist or who they protect.

VOCABULARY

Rules – Agreed instructions or laws that guide behaviour in shared spaces.

Rights – What people are entitled to, such as safety and respect.

Responsibility – Making safe and respectful choices, even when it's difficult.

Protective Behaviours – Actions that help keep yourself and others safe.

Situational Awareness – Noticing what is happening around you.

Risk – The chance that someone could be harmed.

Predictability – Knowing what others are likely to do in shared spaces.

Public Transport Officer (PSO) – Trained officers who help keep people safe on trains and platforms.

STOPIT – A non-urgent text service for reporting unwanted or unsafe behaviour on public transport.

MATERIALS REQUIRED

- Whiteboard and markers
- Travel Journey Logbooks or recording sheets
- [By the Rules-PT](#) PowerPoint presentation
- [Public Transport Rules and Responsibilities](#) Station Cards (Metro or Regional set)
- [Public Transport by the Rules](#) Kahoot Quiz (device and internet access)
- [Public Transport If-Then-Because](#) cards (including a set of blank cards)
- [Public Transport If-Then-Because](#) Response sheet



LEARNING INTENTION

Students will understand why public transport rules and laws exist, how they keep people safe and protect everyone's rights and wellbeing, and how they have a responsibility to be aware of others and show respect when travelling independently.

SUCCESS CRITERIA

- I can explain why a public transport rule exists, not just what it says.
- I can identify who is protected by specific travel rules.
- I can describe how rules reduce risk before harm occurs.
- I can apply rules and protective behaviours to real travel scenarios.
- I can create an If-Then-Because safety plan that reflects lawful and respectful decision-making.

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TEACHING CONSIDERATIONS

- Students may have very different travel experiences (metro vs regional, frequent vs infrequent users).
- Some students may share personal or sensitive experiences; reinforce respectful listening and boundaries.
- Avoid fear-based messaging — emphasise prevention, confidence and choice.
- Be mindful of students who feel anxious about public transport; provide reassurance and support.
- Keep discussions practical and paced; avoid long debates that reduce engagement.
- Reinforce that reporting unsafe behaviour is about safety, not getting someone in trouble.

When embedding gender-based content:

- Avoid implying one gender is always vulnerable or always responsible.
- Keep examples balanced.
- Focus on social expectations, not biological differences.
- Reinforce that everyone has rights.
- Frame intervention as respectful and lawful.

Enable

- Clarify key concepts such as rights, responsibility and respectful behaviour using clear language and shared examples to ensure all students can access the core ideas.
- Structure discussions to provide guided thinking time and collaborative dialogue before independent responses, supporting students who need additional processing time.
- Reinforce learning through consistent connections between rules, safety and fairness, helping students see how abstract principles apply in everyday contexts.

Extend

- Encourage students to examine how social norms and group dynamics influence decision-making in public spaces.
- Prompt deeper analysis of how rights and responsibilities interact, particularly when individual choices impact the safety or dignity of others.
- Provide opportunities for students to apply their understanding to unfamiliar or evolving scenarios, strengthening their capacity to think critically about independence and respectful conduct.



USEFUL LINKS

- [Transport Victoria - Unacceptable behaviours on public transport](#)
- [Transport Victoria - Avoid rushing. Hold on. Watch your step.](#)
- [Transport Victoria - Public transport safety and security](#)
- [Transport Victoria - Bicycles, e-scooters and public transport](#)
- [Metro Trains - Community Education](#)
- [Yarra Trams - Safety - On Trams and Stops](#)
- [Neighbourhood Watch - Tips for teens to stay safe on public transport](#)
- [Neighbourhood Watch - Travelling safely on public transport](#)
- [Victoria Police - Staying safe in public](#)
- [Victoria Police - Information on public transport safety](#)
- [Victoria Police - Police Assistance Line and Online Reporting](#)

* continued overleaf

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[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #2 – Personal and cultural strength

Activity #2: Qualities I admire

Activity #3: Using strengths

Topic #4 – Problem solving

Activity #1: Tree change!

Activity #2: Introducing assertiveness.

Topic #7 – Gender norms and stereotypes

Activity #3: Human rights, equity, equality and gender.

Activity #5: Difference and discrimination.

Topic #8 – Positive gender relationships

Activity #2: Getting clear about consent and the law.



ASSESSMENT

- Observation of group discussions at stations.
- Student responses recorded in Travel Journey Logbooks.
- Verbal reasoning during Kahoot pause points.
- Quality of contributions during If–Then–Because matching.
- Observation of student engagement in discussions.



LEARNING CONTINUUM

Focus: Understanding and applying public transport rules, rights and responsibilities to support safe, confident and respectful independent travel in shared public spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how public transport rules help people travel safely and respectfully in shared spaces. They learn to recognise common rules and safety messages, understand why these rules exist, and practise making responsible protective choices that respect their own rights and the rights of others.	Students identify a small number of familiar public transport rules with support (e.g. staying behind the yellow line, holding a handrail). They show basic awareness that rules are meant to keep people safe and begin to notice when someone is breaking a rule or behaving unsafely.	Students describe several public transport rules and explain how they reduce risk and protect people's rights. They apply the Rules → Rights → Responsibility framework to common travel situations and explain how following rules supports safety and fairness for everyone.	Students confidently explain how public transport rules protect shared rights and support community wellbeing. They independently apply protective behaviours, justify responsible choices in pressured or social situations, and show awareness of how their actions promote safety, respect and inclusion for others in shared travel environments.

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ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of public transport rules.	1. Identify common public transport rules.	1.0 No response or rule identified incorrectly.	1.1 Names one familiar rule with prompting.	1.2 Identifies one or two rules seen in real travel settings.	1.3 Identifies multiple rules and explains where they apply.
Understanding of purpose of rules.	2. Explain why a public transport rule exists.	2.0 No explanation or irrelevant explanation.	2.1 States that a rule is about safety or stopping behaviour.	2.2 Explains how a rule reduces risk or prevents harm.	2.3 Explains how the rule prevents harm before it occurs.
Understanding of rights.	3. Describe the rights protected by a public transport rule.	3.0 No link made to rights.	3.1 Names a basic right (e.g. safety, fairness).	3.2 Explains how a rule protects their own or others' rights.	3.3 Explains how a rule protects shared rights in public spaces.
Responsibility and decision-making.	4. Explain how following rules shows responsibility.	4.0 No connection to responsibility.	4.1 States that responsible people follow rules.	4.2 Explains how choosing to follow a rule affects safety.	4.3 Justifies responsible choices in pressured or rushed situations.
Personal and social capability.	5. Suggest actions that support safe and respectful shared travel.	5.0 No suggestion made.	5.1 Gives a general action related to safety.	5.2 Describes a realistic action that supports others.	5.3 Explains how an action promotes safety, fairness and respect.

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Structure of lesson:



INQUIRY QUESTION: How do public transport rules, rights and responsibilities help young people stay safe, confident and respectful when travelling independently?



LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

Share the *By the Rules - PT* PowerPoint presentation - a series of slides featuring **Transport Victoria**, **Yarra Trams** and **Metro Trains** photos, posters, campaign graphics, short slogans, warnings and safety messages that appear on their websites or have been shared on social media.

Briefly discuss the questions on each slide to spark awareness and identify what the messaging and behaviours the images are encouraging or discouraging.

Encourage quick responses rather than long discussion, keeping the pace fast and engaging.

Prompt students to consider whether the rule or message is familiar, whether they have seen it before, and where they might encounter that situation when travelling on trains, trams or buses.

Use this as an opportunity to check students' awareness of common public transport rules.

Remind students that these messages exist because everyone has responsibilities when travelling in shared public spaces.

Reinforce that being a safe and respectful traveller means noticing these rules, understanding them, and making choices that protect and respect themselves and others.

Explain to students that as they get older, they are travelling more independently on public transport such as trains, trams and buses, often without adults.

Emphasise that increased independence brings more choice, but also greater responsibility.

Make the connection clear between following the rules and being an independent, respectful traveller in shared public spaces.

Reinforce protective behaviours by explaining that they involve more than just knowing the rules. Students need to understand:

- why the rules exist.
- how they reduce risk.
- how they protect their own rights as well as the rights of others.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as "This sign is telling people to..." or "I've seen this rule when...".
- Allow students to respond with a show of hands or thumbs up/down to indicate familiarity with rules rather than verbal explanations.

Extend

- Ask students to explain what could go wrong if the message or rule was ignored.
- Challenge students to identify who else (besides themselves) the rule is designed to protect and why.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Display the heading: **Rules → Rights → Responsibility**

Explain and discuss the following points:

1. Rules: How they support safety and fairness.

Rules and laws exist to make shared spaces safer and fairer for everyone. They are usually created after people have been injured or put at risk, so the harm doesn't keep happening.

For example:

- Speed limits near schools.
- Helmet laws.
- Crossing at pedestrian lights.
- Staying behind yellow lines at train stations.

Reinforce: Rules reduce risk before something bad happens. They don't rely on people reacting at the last second.

2. Rights: The rights travel rules protect.

Every rule protects **rights** — not just for one person, but for everyone using that space.

Write or **display:**

Our *Rights* protected by travel rules include:

- The right to feel safe.
- The right to move without being harmed.
- The right to be respected in public spaces.

Emphasise: When you follow a rule, you're protecting your own rights and the rights of people you don't even know.

Share a quick example:

- *When you wait for the green pedestrian signal, you're protecting your right to safety and a driver's right to predict what pedestrians will do.*

Reinforce: Rules are not just about stopping behaviour - they protect fairness, predictability and trust in shared spaces.

Explore and **discuss:**

- Do all people experience these rights equally in public spaces?
- Are there groups who might feel their right to safety is challenged more often?
- How might someone's gender, age or disability influence how safe someone feels on a late-night train?

Emphasise: Public spaces should feel safe regardless of someone's gender identity or sexuality, age, culture or if they have a disability.

3. Responsibility: Knowing a rule is one thing — choosing to follow it is where responsibility really shows up.

Explain: Being responsible mean:

- Noticing what's happening around us.
- Making thoughtful choices, even when we feel rushed or unsure.
- Speaking up or act safely without putting others down.
- Considering how our actions affect the people around us.

Share a quick example:

- If friends say, *"Let's cross while the lights are flashing or we'll miss the train,"* being responsible means pausing, thinking about the risk, and choosing the safest option, even if it feels awkward or unpopular.

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Explore and discuss:

- What makes it hardest to follow rules — time pressure, friends, or wanting to fit in?
- How can we challenge disrespectful behaviour without escalating conflict?
- What does respectful travel look like beyond just following rules?

Reinforce: Responsibility isn't about being perfect. It's about choosing the safest, most respectful option, even when it's not the easiest one.

Summarise the main points:

- Laws exist to prevent harm before it happens.
- Following rules is a way of protecting yourself and others.
- Protective Behaviours help you make confident, lawful decisions - even under pressure.

When you follow travel rules, you're not just obeying the law but you're actively protecting yourself, respecting others and contributing to a safer community.

Share what students can do if they feel unsafe on or around public transport.

Explain: If you feel unsafe in public, you should tell someone and report it to police.

- If an incident happens near school, tell your parents/carers or teachers
- If you feel unsafe on public transport, talk to a PSO. They are on platforms and trains until the last train.
- You can also report any unwanted attention, touching or anti-social behaviour to Victoria Police via the **STOPIT** Service.

STOPIT is a non-urgent, text-based notification service for the discreet reporting of unwanted sexual or anti-social behaviours on Victoria's public transport. This video explains how easy it is to report, what type of behaviours can be reported, what type of information can be provided and what happens after reporting.

Watch video: [Transport Victoria - How does STOPIT help police catch offenders](#)

Reinforce:

- You can inform Victoria Police by texting **STOPIT** to **0499 455 455** from your mobile phone.
- **STOPIT** is not monitored live. For immediate police assistance, call **000** and speak to an operator.
- For non-emergencies: call the Police Assistance Line on **131 444** or report anonymously at **Crime Stoppers** by:
 - submitting an [online report](#)
 - calling **1800 333 000**

Extended discussion questions:

- Why do you think services like STOPIT exist?
- Who might feel more vulnerable to unwanted attention?
- What stops people from reporting unwanted behaviour?
- How can bystanders help protect someone else's rights?

DIFFERENTIATION STRATEGIES

Enable

- Use a simple visual organiser (Rules → Rights → Responsibility) and model one complete example together before asking students to contribute.
- Rephrase key ideas using everyday language (e.g. "Rules help everyone know what to expect") and check understanding with quick verbal checks.

Extend

- Ask students to apply the framework to a new travel situation not discussed (e.g. crowded bus stop, late-night train).
- Prompt students to debate whether a rule protects safety, fairness, or both and justify their thinking.

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LESSON PHASE: Guided Practice



TIMING: 25 mins

Explain that students will apply their learning through a series of rotating stations focused on different public transport situations.

Outline that at each station, students will examine real public transport laws and rules, discuss their purpose, and identify who the rules are designed to protect and why they are important.

Emphasise that the focus is on understanding safety, fairness and responsibility in shared travel spaces, rather than simply recalling rules.

Place the *Public Transport Rules and Responsibilities Station Cards* in separate locations around the classroom.

Select 3 station cards that reflect public transport rules that best reflect situations in your community.

Divide the class into 3 groups.

At each station, students discuss and record responses to the questions and prompts in their *Travel Journey Logbook*.

Explain:

- Students will work in groups of 3–4.
- They will spend 6–7 minutes per station.
- Groups will rotate on teacher signal.

Teacher circulates, prompting thinking and clarifying misunderstandings.

At each rule station, ask reflective prompts such as:

- Does this rule protect some people more than others?
- Would this rule matter differently if someone feels physically smaller or outnumbered?
- How might gender, age or disability change how someone experiences this situation?

DIFFERENTIATION STRATEGIES

Enable

- Provide one highlighted rule per station with a guiding prompt such as *"This rule exists because..."* to focus discussion.
- Allow students to record responses using dot points or symbols rather than full sentences in their *Travel Journey Logbook*.

Extend

- Ask groups to identify multiple groups protected by the same rule (e.g. passengers, drivers, staff, pedestrians).
- Challenge students to describe how the risk increases if people are distracted, rushing or influenced by friends.

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LESSON PHASE: Independent Application



TIMING: 10 mins

Summarise: *One of the most powerful ways to build independence is to know the laws that protect you when you're travelling, and to plan ahead for what you would do if something unexpected happened. IF - THEN - BECAUSE safety plans help us do that.*

Write the following on the board:

- **If** this situation occurs...
- **Then** I will choose this action...
- **Because** it protects...

Announce that students will now generate a number of **If-Then-Because Safety Plans** as a whole group.

Emphasise: This is a simple way to think through a situation before it happens, so you're ready to act confidently and legally if it ever does.

Share examples such as:

1. **IF:** Someone makes unwanted comments on a train.
THEN: I will move closer to other passengers or alert a PSO.
BECAUSE: Everyone has the right to feel safe and respected.
2. **IF:** A friend laughs at someone in a wheelchair.
THEN: I will say that's not okay or redirect the conversation.
BECAUSE: Silence allows disrespect to continue.

Give each student **one** card from the *Public Transport If-Then-Because* card set. (i.e. each student is given either an 'IF' or 'THEN' or 'BECAUSE' card.)

Instruct students that their task is to circulate and form groups of 3 by matching each "IF" card with a relevant "THEN" card and an appropriate "BECAUSE" card to create a safety plan response that makes sense and that they could follow.

Once all cards are matched, groups share their safety plan with the rest of the class.

Refer to the *Public Transport If-Then-Because* Response sheet to review card matches with students.

Encourage students to create their own IF-THEN- BECAUSE scenarios using the set of blank cards provided.

Support students to create plans that include:

- Standing near someone who looks uncomfortable.
- Creating distraction to interrupt harassment.
- Reporting instead of ignoring.

Students share their own real travel situations that are relevant to their community and travel routes - challenging others to connect different safety plans.

DIFFERENTIATION STRATEGIES

Enable

- Provide example If-Then-Because responses on the board to model expectations before students circulate.
- Allow students to physically arrange cards on desks before verbalising their safety plan.

Extend

- Ask students to adapt their safety plan for a different context (e.g. travelling alone vs with friends).
- Challenge students to explain how their plan protects both their own rights and someone else's.

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LESSON PHASE: Reflection / Review



TIMING: 10 mins

Public Transport Kahoot – Rules in Action

Launch the *Public Transport by the Rules Kahoot Quiz* (provided).

Remind students:

- This is a thinking activity, not just about getting answers right.
- Some questions may feel obvious - the important part is why the rule exists.

Use guided pause points selectively during Kahoot.

After 2–3 key questions, briefly pause and ask one of the following:

- How does this rule reduce harm, not just enforce behaviour?
- Would this situation change if the space was crowded, noisy or rushed?
- How might social pressure make this rule harder to follow?

Keep pauses short (30–40 seconds) to maintain momentum.

After the Kahoot, ask students to **turn and talk**:

- Which rule surprised you the most, and why do you think it exists?
- Would social expectations about gender make any rules harder to follow?

Bring the class back together and **reinforce**:

- *Public transport rules aren't about control - they're about predictability and safety in busy spaces where lots of people share responsibility.*
- *Protective Behaviours* help us:
 - Notice risk early.
 - Make safe choices under pressure.
 - Respect other people's right to feel safe.

DIFFERENTIATION STRATEGIES

Enable

- Encourage students to focus on why rather than speed, reminding them it's okay to change answers after reflection pauses.
- Pair students briefly after selected questions to discuss thinking before moving on.

Extend

- Ask students to explain how the same rule might look different at different times of the day.
- Prompt students to identify which rules are hardest to follow due to social pressure and suggest strategies to manage that pressure.