



## LESSON PLAN

# Lesson 3: Walk Wise and Ride Respectfully

### LESSON SUMMARY

In this lesson, students learn that being safe when walking or riding is also about being respectful to others. Safe travel means following rules that protect everyone, including stopping at crossings and giving space on shared paths. Students practise applying key road and path safety rules as well as explore protective behaviours such as holding a parent's hand, walking with friends and being alert to their surroundings.

Through videos, games and a travel simulation, students will practise making safe and respectful choices as pedestrians and bike riders, helping to create a community where everyone feels welcome and protected.

**SEQUENCE TITLE:** Protective Behaviours - Pathways to Staying Safe



#### LEVELS

**Years 3–4**



#### LESSON NUMBER

**3 of 6**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

· Health and Physical Education



#### CAPABILITIES

· Personal and Social Capability

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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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.

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#### 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

**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.

**VC2CP4S05** Strategies that support working independently and responsible decision-making.

**VC2CP4O03** The importance of including others in activities, groups and games, and how this can be enabled.

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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#### PRIOR KNOWLEDGE

- Students have experience walking, riding or being dropped off/picked up at school.
- Students are familiar with the idea of safe and unsafe travel situations.
- Students have learned about trusted adults and helpers in previous lessons.

#### VOCABULARY

**Pedestrian** – someone walking on a path or road.

**Shared path** – a path where both people walking and riding bikes can travel.

**Protective behaviour** – an action to keep yourself safe (e.g., holding hands with a parent, crossing at the lights).

**Road crossing** – the act of moving safely from one side of the road to the other.

**Stop, Look, Listen, Think** – four steps for safe crossing.

**Helmet** – protective gear to wear when riding.

#### MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or notebooks.
- [Traffic Light Game](#) - Instructions and cards set.
- [Safety and Respect Word Search](#) - Worksheet.
- Videos:
  - [Walk Safely to School - BTN.](#)
  - [How to be a Safe Bike Rider - Transport Victoria.](#)
  - [Transport Victoria - Signalised Pedestrian Crossings.](#)



#### LEARNING OBJECTIVE

Students will understand and practise safe behaviours when walking or riding in their community. They will learn how to apply road and path safety rules, including how to cross roads in different situations, and demonstrate protective behaviours such as holding hands with a parent, walking with friends or stopping to check before crossing.

#### SUCCESS CRITERIA

- I can explain three safety rules for walking or riding.
- I can show how to cross a road safely using "Stop, Look, Listen, Think."
- I can demonstrate safe behaviour in a travel simulation.

#### TEACHING CONSIDERATIONS

- Ensure all examples are age-appropriate; reinforce that many year 3/4 students still travel with parents.
- Include examples for urban, suburban, and rural students (e.g., different types of crossings, riding on country roads vs shared paths).
- Be sensitive to different family travel arrangements (car, bus, walking, riding).

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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#### Enable

- Use visual aids and posters of crossing rules and helmets.
- Pair less confident students with buddies in the simulation.
- Provide role-play sentence starters (e.g., "Please stop there," "I need to wait for the green man").

#### Extend

- Students design a poster showing "The 5 Rules of Safe Walking and Riding."
- More confident students can help lead parts of the travel simulation, acting as crossing supervisors or bike riders.



#### USEFUL LINKS

- [Victoria Police - pedestrian and cyclist safety \(website\)](#)
- [Transport Victoria - Traffic Lights](#)
- [Transport Victoria - Pedestrians and Walking](#)
- [Transport Victoria - Crossing the Road Safely](#)
- [Vic Road Safety Education - Lesson Plan - Being a Safe Pedestrian](#)
- [Vic Road Safety Education - Lesson Plan - Rules and Choices](#)
- [Vic Road Safety Education - Lesson Plan - Stop-look-listen-think](#)



#### ASSESSMENT

- Contributions in brainstorming activities.
- Observation during the Traffic Light Game (understanding of safe/unsafe).
- Participation and demonstration in the travel simulation.
- Student reflections in journals: "Three ways I can keep safe when walking or riding."



#### LEARNING CONTINUUM

**Focus:** Understanding and practising safe, respectful behaviours when walking and riding; recognising shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
<b>Students explore how being safe when walking or riding is also about being respectful to others. They learn to recognise safe and unsafe behaviours, understand why rules exist to protect everyone, and practise applying protective behaviours such as stopping, looking, listening, thinking and sharing space responsibly.</b>	Students identify a few simple safe and unsafe travel behaviours with support (e.g. wearing a helmet, holding a parent's hand). They show basic awareness of following rules and begin to notice when someone is being unsafe or disrespectful.	Students describe several safe and respectful travel behaviours and can explain how they help protect themselves and others. They begin to apply the "Stop, Look, Listen, Think" steps and show understanding that being respectful on paths and roads helps everyone stay safe.	Students confidently explain how safe and respectful choices support the wellbeing of the whole community. They apply protective behaviours independently, showing awareness of others' needs, promoting fairness, safety and inclusion during shared travel situations.

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

#### ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
<b>Understanding of safety rules</b>	1. Identify key safety rules for walking and riding.	1.0 No response or gives unrelated example.	1.1 Names one rule with prompting.	1.2 Lists two or more safety rules that match examples from the lesson.	1.3 Explains why the rules are important for keeping self and others safe.
<b>Protective behaviours</b>	2. Describe and apply protective behaviours when walking and riding.	2.0 No response or shows confusion about what protective behaviours are.	2.1 Names one protective behaviour (e.g. holding hands, walking with friends).	2.2 Describes when and why they would use protective behaviours.	2.3 Demonstrates use of protective behaviours in a game or role-play and explains how these behaviours help others feel safe and included.
<b>Respectful travel choices</b>	3. Identify ways to show respect when walking or riding.	3.0 No clear understanding of respect in travel situations.	3.1 Gives a simple example of respectful behaviour (e.g. saying "excuse me").	3.2 Describes more than one respectful choice and its positive effect.	3.3 Demonstrates respectful choices in activities and explains how being respectful supports fairness, inclusion and safety.
<b>Decision-making and responsibility</b>	4. Make choices that keep self and others safe.	4.0 Does not participate or gives unsafe suggestions.	4.1 Makes a simple safe choice when prompted.	4.2 Suggests safe options in everyday travel examples.	4.3 Chooses safe actions independently and reflects on how their decisions affect others.
<b>Reflection and goal-setting</b>	5. Set a personal goal for safe and respectful travel.	5.0 No goal or unclear response.	5.1 States a simple personal safety goal.	5.2 States a simple personal safety goal and describes how they will achieve their goal.	5.3 Shares their personal safety goal confidently and reflects on how their goal supports others' safety.

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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#### Structure of lesson:

#### 1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

**Write** WALKING and RIDING SAFELY on the board.

**Ask:** *How do you usually get to school?*

- Create a tally chart: walk, ride, bus, car, scooter, other.

**Discuss:** *Which mode of transport is the safest?*

**Ask** students to explain their reasoning.

**Watch Video:** [Walk Safely to School - BTN](#)

**Pause** and **brainstorm:**

- *What safe behaviours did you notice?*
- *What respectful choices did you notice?*
- *How did people share space with others?*

#### DIFFERENTIATION STRATEGIES

##### Enable

- Model how to tally results together as a class, calling out examples ("Who walks to school? Hands up!") and filling in the chart visibly to reinforce counting and comparison.

##### Extend

- Ask students Challenge to justify why one transport mode might be safer or more respectful, introducing reasoning words like because, therefore, if.

#### 2 LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

**Introduce** the **Stop, Look, Listen, Think** rule.

**Explain** that the Stop, Look, Listen, Think (SLLT) rule helps us cross the road safely, especially when there aren't any marked crossings or traffic lights.

- *Protective behaviours starts with **being aware** of what's happening around us, such as people, places, sounds and feelings, and then **choosing** what to do next.*
- *When we Stop, Look, Listen, and Think, we take time to spot what's safe or unsafe before acting. For example, before crossing a road we **look** if cars are coming, **listen** for traffic and **choose** a safe moment to cross.*
- *Being respectful also means **being aware** of others on paths, giving space, sharing and slowing down for younger kids or adults with prams. When we are aware and choose carefully, everyone stays safe and feels respected.*

**Write** the following on the board:

1. **Stop** a little back from the edge of the road.
2. **Look** both ways (left, right, and all around) to see if any cars are coming.
3. **Listen** carefully for cars, bikes or anything else on the road.
4. **Think** - is it safe to cross now? Only go when you're sure it's safe.

**Emphasise** that we should follow this rule when crossing at the lights as well, even though there are signals to help us.

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

---

**Help** students link the SLLT rule to everyday travel by explaining that the same attention we use for crossing a road also keeps us safe when crossing with traffic lights or riding.

**Share** the following rhyme and say it together as a class:

**Stop** at the edge, feet on the ground.

**Look** right and left, eyes spinning around.

**Listen** for vehicles, for horns or a bell.

**Think** to yourself, "Is it safe? Can I tell?"

**Tell** the class you will watch two short videos that show crossing and safe riding in real situations.

**Ask** them to watch for simple rules and attitudes they can use.

**Watch Videos:**

- [Transport Victoria - Signalised Pedestrian Crossings](#)
- [Transport Victoria - How to be a Safe Bike Rider](#)

**Highlight** the 5th Rule in the 'How to be a Safe Bike Rider' video (0:60 sec mark) – *Having a safe riding attitude.*

**Lead** class discussion with these quick questions:

- *What is the most important safety equipment when riding? (Answer: The rider!)*
- *Why do we need rules when walking or riding?*
- *What could happen if we didn't share paths respectfully?*

**Emphasise** being respectful of others also helps keep everyone safe, not just you.

**Explain:** *Safe and respectful go together like fish and chips. When you're kind and careful, you help everyone - including yourself - have a happier, safer journey.*

#### DIFFERENTIATION STRATEGIES

##### Enable

- Have students physically act out each step as the teacher models it (Stop = freeze, Look = turn head, etc.). Use repetition and choral speaking of the rhyme to aid memory.

##### Extend

- Students create a new verse or rhyme for an additional safety or respect rule (e.g., "Ring your bell before you ride past").

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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**3** LESSON PHASE: Guided Practice



**TIMING:** 10 mins

#### The Traffic Light Game

**See instructions** on provided document – [Traffic Light Game \(Teacher Instructions\)](#)

#### Brief overview:

Hold up photos (supplied), one at a time, and asks students to identify the behaviour as safe (respectful) or unsafe (disrespectful). Students hold up a green card or give a 'thumbs up' if they think it's a safe behaviour and hold up a red card or give a 'thumbs down' if they think it's an unsafe behaviour.

#### Examples:

- Riding with a helmet (green).
- Running across the road without looking (red).
- Saying "passing!" before overtaking on a shared path (green).
- Listening to loud music when crossing the road (red).

#### DIFFERENTIATION STRATEGIES

##### Enable

- Pair less confident students with supportive peers for the Traffic Light Game. They can discuss before choosing their colour card.

##### Extend

- After showing each image, challenge advanced students to justify their choice: "I think it's unsafe because..."
- Students sort photos into three categories instead of two: Safe, Sometimes Safe, Unsafe, discussing what makes some situations uncertain.

**4** LESSON PHASE: Independent Application



**TIMING:** 15 mins

#### Safety and Respect Word Search

**In pairs or individually**, students locate the missing words in each sentence in the grid of letters (provided).

**Note:** Words are placed horizontally, vertically or diagonally, and some are written backward. Once found, students circle or highlight the word on the grid and tick it off the list. The objective is to find all the words to complete the puzzle.

**Teacher** wanders the room checking for understanding and deeper questioning.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Provide a simplified word bank with visual icons for key terms (e.g., helmet, crossing, respect).
- Allow students to complete the word search in pairs, or provide sentence starters to help them use found words in oral sentences ("I use a \_\_\_\_\_ to stay safe").

##### Extend

- Ask students to write a short paragraph or create a comic using at least five of the words they found.
- Invite students to include both safe and respectful examples in their writing, explaining why each behaviour matters.

## LESSON PLAN

### Lesson 3: Walk Wise and Ride Respectfully

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**5** LESSON PHASE: Review / Reflection



**TIMING:** 5 mins

**Summarise:** *Being safe also means being respectful. Holding hands, being aware, giving space on paths and asking politely helps everyone travel safely.*

**Students** complete a reflection activity in journals:

Write/draw 3 rules for safe and respectful walking/riding that they will practice this week.

**Example prompts:**

- "I will hold my parent's hand when crossing."
- "I will say 'passing!' when overtaking on a path."

**Ask** students to share their responses with another student or with the whole class.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Allow students to draw their three safe/respectful actions instead of writing them, using speech bubbles or step-by-step sequences.
- Create a calm reflection corner or circle time where students can share ideas verbally rather than writing.

##### Extend

- Ask students to design a mini poster or short role-play teaching younger students one of the safety rules.
- Have students set a personal goal ("This week I will model respect by...") and explain how they'll know they've succeeded.