



LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

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LESSON SUMMARY

Students explore the concept of risk and hazard identification in more complex active travel scenarios, including shared paths, public transport hubs, and busy urban areas. They analyse how situational factors (e.g., distractions, weather, group pressure) affect decision-making and develop a broader understanding of how to assess risk and develop protective behaviours in real-world contexts. Students engage in layered case studies, a movement-based game, and a creative problem-solving challenge.

SEQUENCE TITLE:

TRAVEL WISE – Empowering independence through active, safe and sustainable travel



LEVEL

Years 7-8



LESSON NUMBER

4 of 7



LESSON LENGTH

50 - 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Critical and Creative Thinking
- Personal and Social Capability

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P01 Analyse and reflect on the influence of values and beliefs on the development of identities.

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).

VC2HP8P10 Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.

VC2HP8M10 Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.



CAPABILITIES

Critical and Creative Thinking

VC2CC8Q02 Judgement suspension to generate/evaluate alternative ideas.

VC2CC8Q03 Strategies for generating new ideas, finding patterns across info.

Personal and Social Capability

VC2CP8S04 Strategies for improving confidence, adaptability and perseverance in response to challenges.

VC2CP8S05 Enablers of and barriers to improvements in working independently, making effective and responsible decisions.

VC2CP8O03 Factors that affect the ways in which personal and group relationships are expressed and experienced, including peer pressure and social expectations.



PRIOR KNOWLEDGE

- Students are familiar with the concept of active travel and basic safety practices.
- Students have previously explored identifying and responding to simple hazards.
- Students understand common distractions and safety rules when travelling.

VOCABULARY

Risk radar – your inner awareness of potential hazards and decision-making cues.

Environmental factors – things in the surroundings that affect safety (weather, time of day).

Peer influence – the way peers can affect your actions, positively or negatively.

Situational awareness – the ability to read and respond to what's happening around you.



MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or digital device.
- Four room corners signs: Strongly Agree, Agree, Disagree, Strongly Disagree.
- [Risk Radar Relay](#) Cards and Solutions.
- [Risk Radar Relay Matrix](#) Worksheet.
- [Complex Risks – Individual reflection](#) Worksheet.

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LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

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MATERIALS REQUIRED (Cont'd)

- Videos:
 - [Make your journey a safe one – Public Transport Victoria](#)
 - [Don't Risk Your Life, cross safely around trains – Public Transport Victoria](#)
 - [Minimise distractions around trains – Public Transport Victoria](#)
 - [Always cross railway lines at marked crossings only – Public Transport Victoria](#)
 - [Never trespass over train tracks – Public Transport Victoria](#)

LEARNING OBJECTIVE

Students will be able to analyse active travel hazards in complex situations and evaluate strategies to reduce risk while considering emotional, environmental, and social factors.

SUCCESS CRITERIA

- I can identify layered risks in complex travel scenarios.
- I can explain how peer pressure, distractions or weather affect my travel decisions.
- I can choose and justify the safest action in a tricky situation.
- I can work with others to problem-solve real-world travel risks.

TEACHING CONSIDERATIONS

- Respect privacy and diversity – some risks may relate to family finances, safety, or mental health.
- Acknowledge transport limitations in rural or low-infrastructure communities.
- Foster inclusive, non-judgmental dialogue – students should feel safe to reflect and share.
- Encourage students to think beyond themselves and consider a total community-wide perspectives.

Extend

- Students redesign a local travel space (bike lane, school crossing) to make it safer and present ideas to the class.
- Create a "Risk Radar" infographic or animation with layered safety tips for their age group.

Enable

- Provide visual scaffolded matrix templates.
- Simplify scenarios or offer fewer choices for students who need extra support.
- Use mixed-ability grouping for the relay game.

ASSESSMENT

- Observations during scenario analysis and discussion.
- Group responses during the "Risk Radar Relay" game.
- Completed Plan the Smart Response decision matrix.

Additional links to support teacher knowledge and student learning:

- [BTN - 2010 Cycling Safety – Bike Helmets](#)
- [BTN - E-scooter Laws](#)
- [How to be a safe bike rider – Transport Victoria](#)

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead



LEARNING CONTINUUM

Focus: Analysing layered risks in active travel settings, evaluating the influence of peer and environmental factors, and selecting safe, responsible responses to complex travel situations

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate risk and decision-making in active travel settings. They begin to recognise how emotional, social, and environmental factors shape choices and build awareness of their personal responsibility.	Student identifies basic hazards in a travel setting and names a simple strategy to reduce risk. Shows limited awareness of peer or environmental influences.	Student describes multiple risks in travel situations and explains how factors such as peer pressure, distractions or weather can influence decisions. Begins to justify responses.	Student analyses layered risks with insight and justifies safe, inclusive actions by linking decision-making to emotional control, peer dynamics, and situational awareness.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of risk in travel settings	1. Identify layered hazards in complex travel scenarios	1.0 No response or names only obvious danger	1.1 Identifies one or two hazards with limited explanation	1.2 Describes multiple hazards and explains how they interact in a scenario	1.3 Analyses interrelated risks (social, environmental, behavioural) and prioritises them based on severity
Influence of social and emotional factors	2. Explain how peer pressure, distraction or emotions affect decision-making	2.0 No understanding of influence shown	2.1 Acknowledges peer pressure or distractions as a factor in decision making	2.2 Explains how competing perspectives (e.g., peer goals vs safety) influence decisions	2.3 Critically analyses multiple perspectives and suggests strategies to manage or balance them
Safe and responsible choices	3. Choose and justify the safest response in a given scenario	3.0 No strategy offered or response is unsafe	3.1 Suggests a safe action without clear reasoning	3.2 Chooses a safe action and explains reasoning based on known risks	3.3 Justifies action using logic, context, and shows understanding of short- and long-term consequences
Problem-solving and critical thinking	4. Collaborate to solve real-world travel problems	4.0 Minimal participation or contribution	4.1 Shares an idea with some relevance to the scenario	4.2 Works constructively with others to develop practical responses	4.3 Demonstrates leadership or initiative; builds on others' ideas to suggest realistic and inclusive solutions

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LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and social capability	5. Reflect on how to help others travel safely	5.0 No reflection or vague/unrelated comment	5.1 States a general idea (e.g., "tell people to be careful")	5.2 Suggests a practical way to support safer choices in peers or the community	5.3 Proposes an empathetic, inclusive action and explains how it empowers others to make safer travel choices

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Show the following videos one after the other:

[Make your journey a safe one – Public Transport Victoria](#)

[Don't Risk Your Life, cross safely around trains – Public Transport Victoria](#)

[Minimise distractions around trains – Public Transport Victoria](#)

[Always cross railway lines at marked crossings only – Public Transport Victoria](#)

[Never trespass over train tracks – Public Transport Victoria](#)

Brainstorm the following questions after each video:

- **Ask** students to name the risky behaviour/s and the safe behaviour/s in each scenario.
- **Ask:** *Has anyone found themselves in any of these situations or seen someone exhibit these risky behaviours while travelling?*

Introduce the idea of a 'Risk Radar'. That is your ability to quickly assess what's around you and make safe choices.

Explain: *Today we're going to switch on that radar and explore how thinking ahead can help us travel safer – especially when things around us get complicated.*

DIFFERENTIATION STRATEGIES

Enable

- **Extra Scaffolding:** Provide a visual checklist of "Safe" and "Risky" behaviours to help students sort what they see in the videos.
- **Pre-rehearsal:** Use think-pair-share before group discussion to give quieter students time to rehearse ideas and gain confidence.

Extend

- **Challenge Task:** Invite students to compare the risks in two different modes of transport shown in the videos and justify which is more dangerous and why.
- **Deeper Analysis of Behaviour:** Ask students to predict what might happen next in the video scenarios if someone continued risky behaviour.

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: Why we need a 'Risk Radar'.

When we travel, whether we're walking, riding, scooting or using public transport, we face all sorts of risky situations. Some risks are easy to see (like a busy road), but others are more hidden – like being distracted by your phone or feeling pressured by friends to take shortcuts.

That's why it's important to switch on your "Risk Radar". It's a way of noticing dangers before they affect you, thinking about what might go wrong, and making smart decisions to stay safe.

Risks often come from different places:

- **Environmental** (e.g. weather, road conditions)
- **Behavioural** (e.g. distractions, poor choices)
- **Social** (e.g. peer pressure, showing off)

Teacher Models a Risk Radar Decision Matrix on board.

Situation	Hazard (What's unsafe here?)	Consequence (What could happen?)	Influencing Factor (What might make it worse?)	Smart Response (What should you do?)
Wet weather + group chat + no lights on bikes	Slippery surface; Low visibility; not paying attention	Not seen by cars; fall off bike and get hurt	Social – group not worried	Wear hi-vis gear, use lights, stay alert
Rushing across the train tracks to catch a train with friends	Not looking before crossing the tracks	Get hit by train or trip and fall	Social – friends yelling "hurry up!"	Stop, wait for next train – it's not worth the risk but it is worth getting there.

Discussion prompts:

- How do **environmental**, **behavioural**, and **social** factors sometimes overlap to make a situation more dangerous? Give an example.
- How can you strengthen your 'Risk Radar' in your everyday travel?

DIFFERENTIATION STRATEGIES

Enable

- **Extra Scaffolding:** Provide a colour-coded version of the Risk Radar Decision Matrix with sentence starters in each column.
- **Clarifying Risk Types:** Use images or icons (raincloud, phone, peer group) to represent environmental, behavioural, and social risk types

Extend

- **Challenge Task:** Ask students to generate a new scenario and complete the Risk Radar Matrix themselves after the teacher models it once.
- **Apply Critical Thinking:** Challenge them to write a "What if?" consequence where more than one type of risk overlaps (e.g. peer pressure + poor lighting).

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain that students will test their decision-making speed next.

Play Risk Radar Relay using the Risk Radar Relay Cards and Solutions provided.

Students form relay teams of 4-5.

Set up 6 "Scenario Stations" around the room, each with 2 x Risk Radar Relay scenario cards.

Instructions:

- All students from each group move to a station, read the scenarios, and fill in each of the columns of the Risk Radar Relay Matrix worksheet. (Includes: Hazard, Consequence, Influencing Factor, and Smart Response).
- Groups have 3 minutes at each station to complete the matrix.
- Encourage all team members to contribute and share responsibilities within the team.

Debrief after each group has progressed through all 6 stations.

Groups briefly share one example.

Discuss differences between groups' responses.

Explore whether some solutions were more realistic or safe.

DIFFERENTIATION STRATEGIES

Enable

- **Extra Scaffolding:** Assign specific roles within the group (e.g. reader, scribe, timekeeper, checker) and provide clear visual role cards.
- **Collaborative Support & Role Clarity:** At each station, provide one completed example column (e.g. the hazard) and have students complete the rest as a scaffold.

Extend

- **Challenge Task:** Provide an optional "What's Missing?" bonus question at each station (e.g., "What factor might we be overlooking here?").
- **Add Layers of Complexity:** Encourage early finishers to compare both scenarios at a station and decide which one is harder to manage and why.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Students consider one OR all three complex scenarios provided on the Complex Risks – Individual reflection worksheet:

1. *Walking alone after dark from a tram stop.*
2. *Crossing a busy intersection with no traffic lights.*
3. *Riding with a friend who pressures you to go on the road instead of the bike path.*

Students individually record responses to the prompts below on a Complex Risks – Individual reflection worksheet:

- *List all potential hazards*
- *Identify the most serious risk*
- *Decide what they would do and explain why*
- *Consider what they'd say to a friend who encourages unsafe behaviour*

Students share responses in pairs or small groups and respectfully discuss similarities and differences in their responses.

Teacher moves amongst groups and checks for understanding and reasoning.

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

.....

DIFFERENTIATION STRATEGIES

Enable

- **Extra Scaffolding:** Offer a partially completed example response for one of the three scenarios.
- **Supported Scenario Thinking:** Use a "Sentence Starter Toolbox" to help students begin writing about how they would respond or talk to a friend.

Extend

- **Challenge Task:** Students write a "Response Reflection" paragraph explaining how their plan might change in different conditions (e.g. if they were alone vs with a group).
- **Expand Response Justification:** Invite students to write an advice column response to a fictional peer describing how to handle the risky situation.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Post 4 signs in corners of the room: "Strongly Agree," "Agree," "Disagree," "Strongly Disagree."

Read statements aloud (students move to show opinion):

- *Phones should always be off when actively travelling.*
- *Peer pressure is the biggest reason students take risks on the way to school.*
- *Most hazards can be avoided if you're paying attention.*
- *It's OK to take risks if you're in a rush.*

Discuss:

- *What did we learn about managing different kinds of risk?*
- *How can we help friends make safer choices too?*

DIFFERENTIATION STRATEGIES

Enable

- **Extra Scaffolding:** Provide each student with time to write their answer before moving to a corner, giving processing time.
- **Structured Participation:** Allow students to choose how they participate instead of moving if they are overwhelmed or unsure.

Extend

- **Challenge Task:** Ask students in each corner to justify their opinion to the class and try to persuade others to switch.
- **Justify and Persuade:** Challenge students to come up with their own safety statement and test it with the class in a new round.