



LESSON PLAN

Lesson 6: Map It Out – Timetables and Connections

LESSON SUMMARY

Students will learn how to plan a safe and responsible public transport journey to and from school or other locations in their community. They will explore the reasons for planning, how to estimate travel times, how to read and interpret timetables and what tools and strategies can help them stay safe and adapt to unexpected delays. The lesson reinforces responsible and respectful behaviour in shared spaces and builds students' confidence to travel independently.

SEQUENCE TITLE:

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



LEVEL

Years 7-8



LESSON NUMBER

6 of 7



LESSON LENGTH

50 - 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Humanities - Geography



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

VC2HP8P08 Investigate and apply strategies to enhance their own and others' health, safety, relationships and wellbeing in a range of environments.
VC2HP8M04 Investigate help-seeking strategies and the role of support networks when making safe and healthy decisions.

Humanities - Geography

VC2HG8K06 Strategies used to enhance the liveability of places, especially for young people, including transport, safety and access to services.



CAPABILITIES

Critical and Creative Thinking

VC2VCCCTM016 Consider the importance of planning and resourcing when making choices and decisions.

Personal and Social Capability

VC2CP8S02 Practise being assertive in a range of situations and identify and examine different sources of support for managing relationships.

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PRIOR KNOWLEDGE

- Understand what Active Travel means.
- Be aware of environmental benefits of using sustainable modes of transport.
- Have explored basic safe travel behaviours and hazard awareness.

VOCABULARY

Journey planning – working out your route, timing and transport method ahead of time.

Public transport – buses, trams, and trains that are shared with other people.

Timetable – a schedule that shows what time public transport leaves and arrives.

Delay – when transport is late or interrupted.

Shared space – areas used by multiple people at once (e.g., bus stops, train platforms).

Respectful behaviour – being considerate of others' needs and safety.

Hazard – something that can cause harm or danger.



MATERIALS REQUIRED

- Whiteboard and markers.
- [My Journey Planner](#) Worksheet.
- Website links:
 - [Google maps](#)
 - [Public transport safety - Safety you can see](#)
 - [Public Transport Safety - At a train station](#)
 - [Public Transport Safety - On board a tram](#)
 - [Public Transport Safety - On board a bus](#)
 - [PTV App - Journey Planning](#)
 - [PTV Journey Planner](#)
 - [Heart Foundation - Community walkability/Interactive-map](#)

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MATERIALS REQUIRED (Cont'd)

- Video links:
[It's All About Respect – Transport Safety Victoria](#)
[Yarra Trams "Beware the Rhino" Cinema – AdNews](#)
[How does STOPIT help police catch offenders? – PTV](#)

LEARNING OBJECTIVE

Students learn how to plan a safe, efficient journey using public transport by interpreting timetables, using journey planning tools and identifying features that support walkability and accessibility. They develop confidence to travel independently and demonstrate respectful, responsible behaviour in shared public spaces.

SUCCESS CRITERIA

- I can explain why planning a journey is important.
- I can use tools to plan a safe and efficient route.
- I can identify unsafe spaces and behaviours and suggest how to manage them.
- I can describe how to behave responsibly and respectfully on public transport.

TEACHING CONSIDERATIONS

- Be mindful of students who may have limited access to public transport or experience anxiety about travelling alone.
- Consider cultural or accessibility differences that may influence how students approach independent travel.
- Use visuals and real examples from the local community.
- Offer group, pair and individual options to support engagement.

Extend

- Students create a "How-To Guide" poster for using public transport safely in their local area.
- Create mock announcements for train or tram platforms promoting respectful behaviour.
- Explore real-time public transport apps and compare their effectiveness.

Enable

- Pre-fill parts of the journey planner for students who need scaffolding.
- Offer visual timetables or icons.
- Work with a partner or teacher aide for extra planning support.

ASSESSMENT

- Collect [My Journey Planner](#) Worksheet to check understanding of route planning and safety responses.
- Observe participation and clarity during group discussions.
- Monitor correct interpretation of timetables and maps.

Additional links to support teacher knowledge and student learning:

- [PTV – Start your journey](#)
- [Future of Travel \(2022 video\) BTN](#)
- [Safety – On Trams and Stops](#)

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LEARNING CONTINUUM

Focus: Developing confident, respectful and independent public transport users through journey planning, safety awareness and responsible behaviour in shared spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students develop confidence in using public transport by learning to plan safe and respectful journeys. They recognise the importance of shared responsibility and respectful behaviour in community travel.	Student identifies the purpose of public transport and can describe a simple route with support. Demonstrates basic awareness of respectful behaviour.	Student explains the importance of journey planning and describes key tools or steps to plan a trip independently. Demonstrates understanding of safety and behaviour expectations in shared spaces.	Student plans a detailed journey using appropriate tools and considers safety, accessibility, and community respect. Demonstrates critical awareness of how public behaviour impacts others and travel safety.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Journey Planning	1. Plan a public transport journey using digital tools	1.0 No response or plan is unclear or incomplete	1.1 Identifies a simple journey with limited accuracy or detail	1.2 Develops a clear, logical journey using appropriate tools (e.g. planner, timetable, map)	1.3 Creates a complex journey plan with multiple legs and considers travel time, accessibility, and efficiency
Understanding of Safety	2. Identify potential safety risks in a transport journey and suggest strategies	2.0 Risks not identified or suggestions are vague	2.1 Identifies at least one safety concern and a basic response	2.2 Identifies common safety issues and suggests realistic strategies	2.3 values safety considerations across the journey and proposes proactive or community-aware responses
Respect and Behaviour in Shared Spaces	3. Describe appropriate respectful behaviours when using public transport	3.0 Response is irrelevant or not provided	3.1 Names general positive behaviours (e.g. be quiet, polite)	3.2 Describes respectful actions relevant to shared spaces and links to real-life examples	3.3 Demonstrates deep understanding of community care, equity, and shared responsibility in public spaces
Critical Thinking and Adaptability	4. Respond to unexpected changes or delays in a journey	4.0 No response or unclear strategy	4.1 Gives a basic idea for what to do if plans change	4.2 Identifies logical backup strategies and support networks	4.3 Demonstrates resilience and flexible thinking in problem-solving multiple potential disruptions

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Geographical Awareness - Walkability	5. Compare local and city / town walkability features	5.0 No comparison or evidence provided	5.1 Makes a general observation about one area	5.2 Compares walkability using criteria such as crossings, footpaths or connectivity	5.3 Analyses multiple features and discusses how walkability supports safe and active transport choices

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

What would you need to know?

Share this scenario prompt:

You need to get to a music concert; sports game, shopping or movies with friends using public transport, and your parents aren't going with you.

Brainstorm:

- What do you need to know before you leave?
- What might you need to take with you?
- What could go wrong and how would you handle it?

Record ideas on the board and group some of them into themes. For example: time, safety, confidence, problem-solving, tech use etc...

Consider that some options such as trains may be safer after hours than buses due to location, lighting, cameras, etc.

Discuss:

- Why might public transport be a good option for teens?
- What challenges do teens and other people in our community face when using public transport (e.g. accessibility, safety, reliability).
- Transport Equity – that everyone should be able to feel safe and travel confidently, no matter their age, background or ability.

Share the following statement about **respect and shared spaces**:

Positive behaviour on public transport and in shared spaces helps create a safer, more welcoming community for everyone. When young people act responsibly and respectfully, it builds a sense of trust and care in the community. Being considerate, following rules and looking out for those who need help, shows leadership and helps everyone feel supported. Your actions can make a real difference in keeping shared spaces safe, inclusive and enjoyable.

Discuss how it relates to the students in the class.

Ask: Has anyone witnessed disrespectful or antisocial behaviour when travelling?

Show video: [It's All About Respect – Transport Safety Victoria \(Bus travel\)](#)

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DIFFERENTIATION STRATEGIES

Enable

- **Visual Prompts:** Provide a visual prompt sheet with images: backpack, map, timetable, phone, Myki card, etc., to support brainstorming.
- **Paired Discussion:** Allow paired discussion before sharing with the class to give time to rehearse and clarify thinking.

Extend

- **Critical Thinking:** Challenge students to brainstorm potential community-wide benefits of teens using public transport (e.g. fewer cars, more independence, social inclusion).
- **Personal Reflection:** Ask students to reflect on how their personal behaviour could influence younger students or adults on public transport.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

Staying Safe on Public Transport – Onboard and at Stations

Explain: Yarra Trams – operator of the world's largest tram network – noticed a disturbing trend back in 2010. There was an increase in the number of incidents where pedestrians were hit by trams. The yellow rhino posters can still be seen on trams around Melbourne with the main message being:

LOOK. LISTEN. Be alert around trams!

Show video: [Yarra Trams "Beware the Rhino" Cinema - AdNews](#)

Reinforce:

When we use public transport like buses, trains or trams, we're not just passengers, we're part of a shared space. That means everyone has a role to play in keeping the experience safe, fair and positive for others – even when we are pedestrians.

Shared responsibility means that every person's actions matter. Whether you're sitting quietly, making space for someone with a pram, using respectful language or reporting unsafe behaviour, it all adds up to a better journey for everyone.

Share and explore the website: [Public transport safety - Safety you can see](#)

Discuss that there are several ways to manage problems or issues that can arise and that there are staff and many safety features across the train, tram and bus networks in Victoria, all working together to help keep everyone safe.

Discuss the information provided on:

- Protective Services Officers (PSOs)
- Authorised Officers
- Transit Police
- Customer service staff
- CCTV
- Emergency assistance buttons
- Safety zones

Highlight the **STOPIT Text line** features:

- *If you ever see or experience something unsafe or inappropriate on public transport, students can report it using a service called **STOPIT**. It's a private, non-emergency way to let police know what's happened. They just send a text saying '**STOPIT**' to **0499 455 455**.*
- *It's important to know that **STOPIT** isn't checked live, so if something serious or dangerous is happening at that time, you must call **Triple Zero (000)** straight away.*

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- Even one text can help police track patterns and find the people doing the wrong thing. They investigate all reports and may take action, including charging offenders.

Encourage students to **save the STOPIT number in their phone**, just in case they or someone they know ever needs it.

Show video: [How does STOPIT help police catch offenders? - PTV](#)

Display the 360-degree videos:

- [Public Transport Safety - At a train station](#)
- [Public Transport Safety - On board a tram](#)
- [Public Transport Safety - On board a bus](#)

Identify the key safety features found at stations and on public transport vehicles.

DIFFERENTIATION STRATEGIES

Enable

- **Video Pauses:** Use pause-and-predict when showing videos – ask students what they think will happen before watching the next clip.

Extend

- **Deeper Thinking:** Invite students to explore how different people might experience safety differently on public transport (e.g. a younger child, a person using a wheelchair, someone who doesn't speak English well).

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Public Transport Journey Planning

Show video: [PTV App - Journey Planning](#) - Public Transport Victoria.

Facilitate a brief discussion on:

- Why people need to plan their journeys.
- Problems that can happen when you don't plan (e.g., missed connections, getting lost, feeling unsafe).

Brainstorm situations where students may need a back-up plan or help (e.g., delays, lost ticket, bad weather).

Demonstrate a real-life journey plan using the [PTV Journey Planner](#).

Start with your school or local station.

- **Choose** a real-world destination (e.g. MCG, Melbourne Zoo, airport).
- **In collaboration** with students, **show** how to filter by transport type: bus, train, tram or V/Line.
- **Highlight** key info:
 - Departure & arrival times
 - Transfers between services
 - Travel time
 - Accessibility icons (wheelchair access, visual/audio alerts)

Discuss:

- Which journey option would you choose? Why?
- Which option is most accessible for someone with a physical disability or someone travelling with young children?

Walkability and Public Transport

Share: **Good walkability** around public transport makes catching trains, trams and buses easier, safer, more enjoyable and more people are likely to use it. This helps reduce car use, which is better for the environment and keeps our communities healthier and less crowded.

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Ask students to consider how 'walkable' their local community is using the above factors.

Show video: [10 Most Walkable Cities in the World - Alluring Planet](#)

Explain: Walkability refers to how safe and user-friendly a place is for walking. It considers factors such as:

- **Street Connectivity:** A well-connected network of streets with footpaths, crossings and pedestrian-friendly designs that encourages walking and makes it easier to get around.
- **Pedestrian Safety:** Factors like traffic volume, speed limits, pedestrian crossings and street lighting play a crucial role in ensuring safe walking conditions.
- **Comfort:** Features like shade from trees, well-made footpaths and attractive streetscapes can enhance the walking experience

Share this link - [Heart Foundation - Community walkability/Interactive-map](#) and explore the site.

Students compare and **share** the walkability of their local community and one other location by dropping a pin in different locations and viewing the results.

DIFFERENTIATION STRATEGIES

Enable

- **Scaffolded Support:** Provide a partially filled journey planner sheet with step-by-step visuals to help students complete it.
- **Strategic Partnerships:** Partner students less confident with tech or geography with a buddy who can guide them.

Extend

- **Dual Transport mode:** Ask students to plan a journey involving two different transport types (e.g. train + tram).
- **Suggested Improvements:** Invite students to suggest realistic improvements to walkability in their neighbourhood and present their top 2 to the class.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Distribute [My Journey Planner](#) Worksheet.

Students complete Worksheet in pairs.

Share the following links -

[Transport Victoria - Journey Planner](#)

[Transport Victoria - Timetables](#)

[Transport Victoria - Routes](#)

In pairs, students plan **two routes** using - Google maps and/or the PTV Journey Planner

For example:

1. A public transport journey from school to a destination outside their suburb/town (e.g. a major event or city location). Note travel time, number of changes, cost (if known) and any accessibility considerations.
2. A local walking or bike riding journey from school to a community space (e.g. basketball court, library). Identify crossings, safe paths, hazards, signage, significant landmarks.

Students record responses to discussion prompts:

- Which journey seems more complicated? Why?
- What would make it easier for you to get there?

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DIFFERENTIATION STRATEGIES

Enable

- **Focused Task Support:** Allow students to choose from 2–3 pre-set destinations (with simple route options) rather than starting from scratch.

Extend

- **Creative Extension:** Students identify gaps in signage or infrastructure on their walking journey and write a short improvement recommendation.

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LESSON PHASE: Review / Reflection



TIMING: 5 mins

What have we learned?

Quick Roundtable Sharing:

- One thing I learned today that will help me travel safer is...
- One way we can show respect and care for others when using public transport is...

DIFFERENTIATION STRATEGIES

Enable

- **Verbal Support:** Allow students to record an audio message or write instead of speaking if they are anxious about sharing.

Extend

- **Creative Extension:** Invite students to draft a response to: If you were in charge of public transport for one day, what would you change to make it better for young people, older people, and people with disabilities?
- **Creative Share:** Create a short infographic or digital guide for students about how to plan a public transport trip and stay safe, respectful and prepared.

