



## LESSON PLAN

# Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

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### LESSON SUMMARY

In this lesson, students examine how walking and riding rules support protective behaviours in shared community spaces. As students in Years 7–8 experience increasing independence, the lesson focuses on how rules help them anticipate risk, support safe choices and protect both themselves and others when travelling as pedestrians or riders.

Students explore common hazards in shared environments and consider how different road and path users experience risk in different ways. This builds an understanding that everyone has the right to feel safe and that safety relies on predictable, respectful behaviour. Respect is framed not just as politeness, but as recognising vulnerability, valuing wellbeing and understanding how individual choices affect others in public spaces.

Students also investigate the growing risks associated with illegal and modified e-bikes. This reinforces that protective behaviours include understanding the law, recognising how increased speed increases risk and respecting everyone's right to feel safe.

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



**LEVEL**

**Years 7-8**



**LESSON NUMBER**

**7 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). Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

### 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, empathy and power in developing respectful relationships.

**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.

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### CAPABILITIES

#### Personal and Social Capability

**VC2CP8S03** Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts.

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

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

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### 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.



### PRIOR KNOWLEDGE

Students may already:

- have experience walking, riding bikes or using shared paths in their local community.
- know some basic road safety rules (e.g. stopping, looking both ways, wearing helmets).
- understand that rules exist to keep people safe, but may see them as optional or inconvenient.
- be developing greater independence in how and when they travel, including travelling with friends.
- have some awareness of how their behaviour impacts others in shared spaces, particularly pedestrians and drivers.

### VOCABULARY

**Protective behaviours** – Actions and decisions that help keep yourself and others safe.

**Situational awareness** – Being alert to what is happening around you so you can notice risk early.

**Shared spaces** – Areas used by pedestrians, riders and sometimes vehicles.

**Risk** – The chance that something could cause harm or injury.

**Hazard** – Something that could cause danger or harm.

**Respect** – Showing care for the safety, rights and needs of others.

**Responsibility** – Making safe choices and following rules, even when no one is watching.

**Predictability** – Acting in ways others can anticipate, reducing confusion and accidents.

**Legal e-bike** – An electric bike that meets Victorian speed and power laws.

**Illegal or modified e-bike** – An e-bike changed to travel faster than allowed, increasing risk.

### MATERIALS REQUIRED

- Whiteboard and markers
- Student Travel Journey Logbooks
- Videos: [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#)
- [Walking & Riding by the Rules](#) PowerPoint slides
- [Walking & Riding If-Then-Because](#) cards (including a set of blank cards)
- [Walking & Riding If-Then-Because Responses](#) sheet
- [Walking & Riding by the Rules Kahoot quiz](#)



### LEARNING INTENTION

Students will understand how walking and riding rules help them stay safe, notice risks, show respect for others, and make responsible choices in shared spaces.

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### SUCCESS CRITERIA

- I can identify common hazards in shared walking and riding environments.
- I can explain why specific walking and riding rules exist.
- I can describe how following rules demonstrates respect for others.
- I can explain the link between increased independence and increased responsibility.
- I can apply If–Then–Because thinking to plan safe and legal responses to travel situations.
- I can recognise how illegal or unsafe riding behaviours increase risk for everyone.

### TEACHING CONSIDERATIONS

- Be mindful that students' real-life travel experiences vary widely; some may walk or ride independently, while others may have limited exposure.
- Avoid fear-based messaging; focus on empowerment, awareness and decision-making.
- Reinforce that protective behaviours are about choices, not blame or punishment.
- Clarify legal information carefully, particularly around e-bikes, to avoid misinformation.
- Be sensitive to social pressure scenarios; acknowledge that following rules can sometimes feel difficult in peer settings.

Throughout the lesson, reinforce these broader ideas:

- Independence does not mean conforming to harmful norms.
- Confidence is not always reflected in risk-taking behaviour.
- Strength includes patience and awareness.
- Respect in shared spaces means recognising and caring about differences.
- Public safety rules help create equity where differences exist.

#### Enable

- Use concrete examples to make abstract ideas about vulnerability, inclusion and responsibility easier to understand.
- Reinforce respectful language and ensure conversations about difference are framed positively and safely.

#### Extend

- Encourage students to analyse how social expectations and group norms influence travel behaviour and risk-taking.
- Prompt students to consider how laws support equity, not just order, in shared community spaces.
- Invite students to evaluate how their independent choices contribute to a culture of safety for people of different ages, genders and abilities.



### USEFUL LINKS

- [Transport Victoria - Electric bikes \(e-bikes\)](#)
- [Transport Victoria - Bicycle road rules](#)
- [Transport Victoria - Bicycles, e-scooters and public transport](#)
- [TAC - E-scooters](#)
- [TAC - Cycling Safety](#)
- [PTV - Parkiteer - Secure Bike Parking](#)
- [Victoria Legal Aid - Bike law: a bicycle rider's guide to road rules in Victoria](#)
- [Royal Children's Hospital - E-scooter and e-bike safety](#)
- [Road Safety Education Victoria - Importance of Bicycle Helmets](#)

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

### Topic #2 – Personal and cultural strength

Activity #1: Where do our values come from?

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 #1: Tracking gender - investigating the influence of gender norms.

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



## ASSESSMENT

- Student explanations linking rules to respect and responsibility.
- Completed hazard observation notes.
- Travel Journey Logbook responses.
- Completed If-Then-Because Safety Plans.
- Think-pair-share responses during guided practice.
- Accuracy and reasoning demonstrated in Kahoot reflection questions.



## LEARNING CONTINUUM

**Focus:** Understanding and practising safe, respectful behaviours when walking and riding (including e-bikes), and recognising shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how walking and riding (including e-bikes) safely is also about being respectful to others in shared spaces. They learn to recognise safe and unsafe behaviours, understand why rules and laws exist, and practise making protective choices that support their own safety and the safety of others.	Students identify a small number of basic walking and riding rules with support (e.g. wearing a helmet, slowing near pedestrians, stopping at crossings). They show emerging awareness that rules are meant to keep people safe and begin to notice unsafe or disrespectful behaviours in shared spaces.	Students describe several walking and riding rules and explain how they reduce risk and protect everyone using paths and roads. They apply the "Stop, Look, Listen, Think" process to common scenarios and explain how respectful behaviour helps keep shared spaces safe and fair.	Students confidently explain how safe and legal walking and riding choices support community wellbeing. They independently apply protective behaviours in complex or social situations (including peer pressure), justify responsible decisions, and demonstrate awareness of how their actions promote safety, respect and inclusion for others.

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### ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
<b>Understanding of travel rules.</b>	1. Identify walking and riding rules in shared spaces.	1.0 No rule identified or rule identified incorrectly	1.1 Names one common rule with prompting.	1.2 Identifies several walking or riding rules using familiar examples.	1.3 Identifies multiple rules and explains where and when they apply
<b>Understanding of why rules exist.</b>	2. Explain why a walking or riding rule exists.	2.0 No explanation or irrelevant explanation.	2.1 States that rules are about safety.	2.2 Explains how a rule reduces risk or prevents harm.	2.3 Explains how rules reduce harm before incidents occur.
<b>Respect for others in shared spaces.</b>	3. Describe how following rules shows respect for others.	3.0 No link made to others.	3.1 States that rules help other people.	3.2 Explains how a rule protects pedestrians, riders or drivers.	3.3 Explains how respectful choices support predictability and trust in shared spaces.
<b>Responsibility and independent decision-making.</b>	4. Explain responsible behaviour when walking or riding independently.	4.0 No link made to responsibility.	4.1 States that responsible people follow rules.	4.2 Explains how responsibility involves choosing safety.	4.3 Justifies responsible choices in pressured or social situations.
<b>Situational awareness.</b>	5. Identify hazards and warning signs when walking or riding.	5.0 No hazard identified.	5.1 Names one obvious hazard.	5.2 Identifies multiple hazards or early warning signs.	5.3 Explains how early warning signs signal increasing risk.
<b>Protective behaviours.</b>	6. Apply protective behaviours to walking or riding scenarios.	6.0 No protective action identified.	6.1 Names one protective action.	6.2 Selects a protective action that fits the situation.	6.3 Explains why the action reduces risk and protects others.

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### Structure of lesson:



**INQUIRY QUESTION:** Why do travel laws exist, and how do young people's attitudes towards these rules impact the safety of others when walking and riding in shared spaces?



**LESSON PHASE:** Introduction (Hook)



**TIMING:** 10 mins

**Watch these videos:** [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#) - one after the other.

**Instruct** students to record any hazards, changes, warning signs or clues they notice that could indicate a developing risk as each video plays.

**Note:** The first half of each video presents the scenario *without* identifying potential hazards/warning signs.

**Pause** each video midway to:

- Allow students time to observe and record carefully.
- Discuss their observations in pairs.

**Resume** the video to reveal the identified hazards/warning signs.

**Provide** time for pairs to:

1. Compare their predictions with the revealed hazards.
2. Add any missed warning signs to their list.

**Repeat** this process for each video to reinforce the importance of noticing risks/hazards early, rather than reacting after a hazard becomes obvious.

**Brainstorm** the following perspectives:

#### 1. A Pedestrian's Perspective

- What should pedestrians pay attention to in these shared spaces? Are they the same as a bike rider?
- How might someone using a wheelchair or mobility aid experience this space?

#### 2. A Driver's Perspective

- What do drivers need to monitor in shared environments?
- Are there pedestrians or riders who drivers might notice less easily?
- How might clothing, height or mobility affect visibility?

**Guide** students to recognise that:

- Everyone using shared spaces to travel has the right to feel safe
- Safety depends on individuals understanding and respecting agreed rules.
- All road and path users share a responsibility to notice risks, anticipate the impact of their choices and act in ways that protect others.

### DIFFERENTIATION STRATEGIES

#### Enable

- Provide a scaffolded hazard checklist (e.g. movement, surface, people, visibility) to support students who find open observation challenging.
- Allow students to record observations using key words or simple symbols instead of full sentences.

#### Extend

- Challenge students to rank the hazards they noticed from *early warning sign* to *immediate danger* and justify their ranking.
- Ask students to identify one hazard that would affect each user differently (pedestrian vs rider vs driver) and explain why.

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**LESSON PHASE:** Explicit Teaching & Modelled Learning



**TIMING:** 15 mins

**Explain:** that many rules for pedestrians and bike riders exist because of the types of hazards and risks students have just identified.

**Emphasise:** Rules exist to keep people safe in shared spaces. These rules are built on respect for others and rely on individuals taking responsibility for their choices - particularly as students travel more independently in the community.

**Write** on the board:

1. **Rules** set clear expectations.
2. **Respect** is shown through how we apply those rules around others.
3. **Responsibility** is the personal choice to follow rules even when no one is watching.
4. **Situational awareness** is *not optional* in responsible decision-making.

**Model** the thinking by writing the first example provided below on the board.

**Guide** students through:

- What the rule is.
- How following it shows respect for others.
- What responsible protective behaviour looks like in each real situation.

**Draw attention** to the idea that respectful behaviour often involves slowing down, waiting, or adjusting behaviour for others.

**Read** or **write** each of the examples provided below on the board.

**Discuss** each rule as a class or after pair-sharing by prompting students to identify the responsibility involved, who may be affected by the rider's choices, and how showing respect in that situation helps keep everyone safe.

**1. Rule:** Wearing a helmet when riding.

· **How This Shows Respect:**

- Taking your safety seriously.
- Reducing the risk of serious injury that affects others.

· **Responsibility Required:**

- Preparing before riding.
- Choosing safety even when it feels inconvenient.

· **Teaching emphasis:**

- Respect includes valuing your own wellbeing and understanding how injuries affect families, friends and the wider community.

· **Explore:** How can we normalise safety as strength rather than weakness?

**2. Rule:** Giving way to pedestrians on shared paths when riding a bike or a legal e-bike.

· **How This Shows Respect:**

- Acknowledging that others may feel vulnerable.
- Creating space for people to move safely.

· **Responsibility Required:**

- Slowing down.
- Watching for others.
- Being patient.

· **Teaching emphasis:**

- Faster modes of travel require greater care and consideration.

· **Explore:** Who might feel more vulnerable on a shared path? Why?

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**3. Rule:** Slowing down in busy or crowded areas.

- **How This Shows Respect:**
  - Recognising that crowded spaces increase risk and reduce decision-making time.
  - Adjusting behaviour to prevent a collision.
- **Responsibility Required:**
  - Self-control.
  - Situational awareness.
- **Teaching emphasis:**
  - Being in a hurry is not an excuse to ignore safety.
- **Explore:** Are there people who may not be able to move quickly out of the way?  
How does slowing down show respect for people with different abilities?  
What happens if boldness overrides safety?

**4. Rule:** Crossing roads at designated crossings

- **How This Shows Respect:**
  - Making your travel behaviour predictable.
  - Reducing risk for drivers and other pedestrians.
- **Responsibility Required:**
  - Waiting for signals.
  - Limiting risk rather than rushing or taking short cuts.
- **Teaching emphasis:**
  - Respect often looks like patience.

**5. Rule:** Keeping left on shared paths

- **How This Shows Respect:**
  - Helping others anticipate your movement.
  - Reducing confusion and near-misses.
- **Responsibility Required:**
  - Staying alert.
  - Adjusting position when others are nearby.
- **Teaching emphasis:**
  - Simple habits can prevent accidents.

**6. Rule:** Using bells, signals or voice when approaching to pass others.

- **How This Shows Respect:**
  - Giving people early warning of your intended action.
  - Avoiding surprise or fear.
- **Responsibility Required:**
  - Clear and early communication.
  - Thinking ahead.
- **Teaching emphasis:**
  - Respect includes warning others, not just avoiding them.
- **Explore:** Would a sudden bell startle some people more than others?  
How might someone with hearing loss experience this?

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**7. Rule:** Riding only legal e-bikes and e-scooters that meet local laws (including speed limits and pedal requirements).

· **How This Shows Respect:**

- Respecting shared spaces and the people who use them.
- Acknowledging that laws exist to protect everyone, not just riders.

· **Responsibility Required:**

- Knowing whether a bike or scooter is legal to ride.
- Choosing not to ride devices that are too powerful or unsafe, even if they are popular.

· **Teaching emphasis:**

- Respect includes understanding that more powerful devices increase risk, and that illegal choices can endanger others and limit access for everyone.

**8. Rule:** Riding solo and staying in control (no passengers, stunts or risky manoeuvres).

· **How This Shows Respect:**

- Reducing unpredictability for pedestrians, riders and drivers.
- Showing care for others who may be startled or put at risk by sudden movements.

· **Responsibility Required:**

- Riding within your skill level.
- Prioritising control over showing off or keeping up with friends.

· **Teaching emphasis:**

- Respectful riders understand that public spaces are not places for risk-taking, and that loss of control affects far more than just the rider.

· **Explore:**

- Are there people who are sometimes given different messages about taking risks?
- How do social expectations about masculinity influence risk-taking?
- What would respectful confidence look like for everyone?

**Consolidate Key Understandings:**

- Rules exist to keep shared spaces safe.
- Respect is shown through everyday travel choices.
- Greater independence means greater responsibility.
- Situational awareness helps students know when to slow down or adjust behaviour.
- Protective behaviours involve noticing risk, showing respect and making safe decisions.

**Reinforce:**

- **Rules** guide behaviour.
- **Respect** shapes interactions.
- **Responsibility** keeps everyone safer in shared community spaces.

### DIFFERENTIATION STRATEGIES

**Enable**

- Summarise each rule using a simple "Rule → Respect → Responsibility" sentence starter for students to complete.

**Extend**

- Ask students to explain how one rule failing (e.g. not slowing down) can increase risk for multiple people, not just the rider.

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**LESSON PHASE:** Guided Practice



**TIMING:** 10 mins

**Share** the *By the Rules – Walk and Ride* PowerPoint presentation – a series of slides featuring photos, posters, campaign graphics, short slogans, warnings and safety messages shared by Transport Victoria on their website and on social media.

**Think-pair-share** the questions on each slide to spark awareness and identify what the messaging and behaviours the images are encouraging or discouraging.

**Students** write their responses in their *Travel Journey Logbook*.

**Use** this as an opportunity to check students' awareness of more pedestrian and riding 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/laws, understanding them, and making choices that protect and respect themselves and others.

**Ask** additional discussion questions:

- Are there people who might not see themselves represented in this campaign?
- Would this message resonate differently with different genders?

**Clarify** after the last slide that:

- Not all e-bikes are legal.
- Some e-bikes have been modified to travel faster than allowed.
- Illegal modifications increase risk and remove protections for everyone.

**Emphasise** that this is a **respect** and **responsibility** issue, not just a technology issue.

**Clarify** that in Victoria:

- Legal e-bikes have speed and power limits.
- Modified e-bikes can travel at unsafe speeds.
- Faster speed = greater stopping distance and injury risk.
- Illegal e-bikes remove pedestrians' and legal bike users' right to safe shared spaces.

### DIFFERENTIATION STRATEGIES

#### Enable

- Provide a word bank of common travel rules and behaviours to support students during think-pair-share discussions.
- Allow students to verbally explain slide messages before writing.

#### Extend

- Ask students to evaluate which messages are most effective for teenagers and suggest why.

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**LESSON PHASE:** Independent Application



**TIMING:** 15 mins

**Explain:** 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.

**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.

**Model** the following example on the board:

**If** I'm riding and it starts getting dark,

**Then** I will turn on my bike lights and travel on a well lit route,

**Because** it protects me by making me visible and follows the lighting law for cyclists.

**Prompt discussion** with these additional IF scenarios:

- If I notice someone older or using a mobility aid ahead of me on a shared path...
- If my friends encourage me to race past pedestrians...

**Follow** with one or more reflective prompts, such as:

- Would this plan change depending on who is involved?
- How does social pressure show up differently for different genders?
- What does it look like to resist unhealthy expectations?

**Distribute** one set of *Walking and Riding If-Then-Because* Cards to each student.

**Students** must match each "IF" card with a matching "THEN" card and an appropriate "BECAUSE" card to create eight (8) safety plan responses they can follow.

**Once** students have matched all their cards, they may move around the room and read other students' safety plans.

**Refer** to the *If-Then-Because Safety Plan Responses* sheet to share and review card matches with students.

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

- Offer one partially completed If-Then-Because example for students who need extra support with sequencing ideas.
- Allow students to work in pairs for the first few cards matches before completing independently.

#### Extend

- Ask students to rewrite one safety plan to include social pressure (e.g. friends rushing or encouraging risk).
- Challenge students to create several original If-Then-Because plans based on real travel routes they use outside school.

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LESSON PHASE: Reflection / Review



TIMING: 10 mins

### Walking & Riding Kahoot – Rules in Action

**Launch** the *Walking & Riding by the Rules Kahoot Quiz* (provided).

**Remind** students that this is a reflection activity, not just about getting answers right.

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

- How does this rule reduce harm, not just enforce behaviour?
- How might social pressure make this rule harder to follow?
- Do different genders experience peer influence differently?

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

- *Pedestrian and riding rules (including e-bike rules) aren't about control - they're about predictability and safety in shared spaces.*
- *Protective Behaviours help us:*
  - Notice risk early.
  - Make safe choices under pressure.
  - Respect other people's right to feel safe.

### DIFFERENTIATION STRATEGIES

#### Enable

- Allow students to discuss answers briefly with a partner before responding to reflection questions.

#### Extend

- Challenge students to reflect on how their own travel behaviour might influence younger students, peers or adults in shared spaces.