



## LESSON PLAN

# Lesson 6: On the Move - Safe Travel Showcase

### LESSON SUMMARY

In this lesson, students bring together their Protective Behaviours learning to create a ***Stay Safe on the Move! safety message presentation*** designed to educate and support others in their school community. Students revisit key concepts such as early warning signs, safe and unsafe feelings, personal boundaries in public spaces, the 3S Model (Sense, Shift and Seek support), the Aware Wolf public transport safety message and knowing who is in their Safety Team when travelling.

Using real-life examples of walking, riding and public transport scenarios, students explore how different mediums can be powerful ways to spread safety messages and promote inclusive, respectful behaviour in the community. They will plan, design and create a safety presentation that teaches peers, younger students or others in their community, how to respond safely when something doesn't feel right while travelling.

**SEQUENCE TITLE:** Protective Behaviours – Safe Choices on the Move



**LEVEL**  
**Years 5-6**



**LESSON NUMBER**  
**6 of 6**



**LESSON LENGTH**  
**60 minutes**

### CURRICULUM AREAS



**LEARNING AREAS**  
· Health and Physical Education



**CAPABILITIES**  
· Personal and Social Capability

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

#### Creating a Safe Social Space for Participation and Learning



In line with the **Resilience, Rights and Respectful Relationships (RRRR)** approach, teachers are encouraged to work with students to establish a safe space that supports respectful participation and open discussion. This includes co-creating clear class agreements that promote kindness, inclusion and active participation, so all students feel comfortable sharing their views without fear of judgement.

Teachers should model respectful behaviour, address inappropriate comments directly, and reinforce expectations that promote safety and inclusion. Clear boundaries around privacy and disclosure are essential. Use protective interrupting strategies where needed, and remind students that learning activities use general examples and do not require personal sharing.

This approach can be strengthened by encouraging "my friend" statements, which allow students to explore issues without sharing personal details, and by providing a question box so students can raise concerns privately and safely. Informing wellbeing staff prior to lessons is also recommended, as the content may prompt help-seeking or peer referrals.

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.

#### Achievement Standard (Extract)



##### Health and Physical Education:

By the end of Level 6, students explain how communication skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. They refine strategies that can enhance their own and others' health, safety, relationships and wellbeing. Students propose and apply strategies to demonstrate respect, empathy and inclusion to positively influence relationships.

##### Personal and Social Capability:

By the end of Level 6, students explain a range of ways to support themselves and others in personal and social contexts. Students learn that thinking about cause and effect in relation to situations, emotions, behaviours, attitudes and actions can influence the selection of strategies and reflection on outcomes.

#### Victorian Curriculum 2.0 Content Descriptions



##### LEARNING AREAS

##### Health and Physical Education

**VC2HP6P04** Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.

**VC2HP6P05** Describe and implement strategies to value diversity in their communities.

**VC2HP6P07** Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline).

**VC2HP6P08** Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community.

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

.....

#### CAPABILITIES

##### Personal and Social Capability

**VC2CP6S04** What it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action.



#### PRIOR KNOWLEDGE

- Understand what safe, unsafe and unsure feelings might look, sound or feel like when travelling in the community.
- Know the concept of a Safety Team and be able to name trusted adults, safe places, and services to seek help when travelling.
- Have a basic understanding of Protective Behaviours, including "We all have the right to feel safe at all times".
- Have participated in discussions or activities around personal space, body boundaries and respecting others' boundaries in public places.
- Have explored safe travel planning, including safe routes, safe meeting points and who to go to for help in the community.

#### VOCABULARY

**Speak Up:** Using a clear, calm, assertive voice to share how you feel or what you need in an unsafe or uncomfortable situation.

**My Body Radar:** Body clues that tell us something might not be safe (e.g., heart racing, wobbly knees, sweaty palms, tight tummy).

**Safety Team:** Trusted adults and safe places you can go to for help (e.g., parent, teacher, coach, neighbour, bus driver, shopkeeper).

**Upstander:** Someone who takes safe, positive action when another person is feeling unsafe (instead of being a bystander).

**Boundaries:** Personal limits that keep our body and feelings safe, including physical space, touch and emotional boundaries.

**Seek Help:** A Protective Behaviour that means finding a safe adult or place and telling them what is happening until you feel safe again.

**Diversity & Inclusion:** Making sure all presentations represent that everyone has the right to feel safe when travelling, regardless of age, culture, ability, gender, or mobility needs.

#### MATERIALS REQUIRED

- Whiteboard and markers
- A range of poster creation materials: A3 paper, coloured markers, pencils, textas, rulers.
- Video: [Transport Victoria - How to be a safe bike rider](#)
- Safety poster examples:  
[National Office for Child Safety – My Body Safety Rules](#)  
[Children have the right to Speak](#)  
[Speak Up - it's your right](#)



#### LEARNING OBJECTIVE

Students will apply their Protective Behaviours learning to create a school awareness message and presentation that educates peers, younger students or others in their community on how to stay safe when travelling such as: walking, riding, scooting or using public transport.

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

.....

#### SUCCESS CRITERIA

- I can identify unsafe travel situations and early warning signs in my body.
- I can design a safety message presentation that teaches others how to stay safe when walking, riding or using public transport.
- I can represent diverse learners, abilities and community needs in my presentation.

#### TEACHING CONSIDERATIONS

- Keep examples realistic, local, and age-appropriate.
- Some students may have personal experience with unsafe travel so provide opt-out or "pass" options and avoid pressuring students to share personal stories.
- Reinforce that speaking up is a strength and a safety strategy, not "dobbing" or blaming others.
- Use trauma-sensitive, empowering language: focus on safety, confidence, problem-solving and community support rather than fear.
- Be mindful of cultural and family differences in help-seeking and acknowledge that help may look different for different families and communities.

#### Enable

- Provide visuals, sentence stems and prompt cards.
- Provide a poster template with sentence starters for students who choose this medium.
- Allow students to work in pairs, mixed-ability groups, or independently depending on comfort.
- Offer quiet working spaces for students in collaborative settings.

#### Extend

- Ask students to incorporate two or more connected unsafe travel scenarios into their presentation (e.g., peer pressure + boundary crossing + getting lost).
- Challenge students to create a QR code linking to a short video or script they create about safe travel and Protective Behaviours.
- Ask students to justify design choices: "How does your presentation ensure everyone feels included?"
- Students design a different, follow-up awareness campaign idea: e.g., assembly speech, social media ad, school newsletter insert.



#### USEFUL LINKS

[Kids Helpline: Your right to safety](#)  
[National Office for Child Safety - My body safety rules](#)  
[Safe Transport Victoria - videos to drive home safety messages](#)  
[National Office for Child Safety - body safety cards](#)  
[Napcan - Tips for talking to children about personal safety](#)  
[Napcan posters-and-tip-sheets/](#)  
[Childsafety - current\\_projects.html](#)  
[Childsafety - Resource-library](#)  
[Childsafe - body-safety-resources](#)  
[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase



#### ASSESSMENT

- Observation of student engagement in planning and creating their presentations, including ability to apply Protective Behaviours strategies.
- Completed "Stay Safe on the Move!" Awareness message demonstrating understanding of help-seeking, early warning signs, safe travel strategies and inclusive messaging.



#### LEARNING CONTINUUM

**Focus:** Understanding and practising safe, respectful behaviours when walking, riding, or using public transport; recognising shared responsibility for safety and wellbeing of self and others; communicating safety messages inclusively.

| Learning Continuum                                                                                                                                                                                                                                                                                                                                                                                 | Phase 1                                                                                                                                                                                                                                                               | Phase 2                                                                                                                                                                                                                                                                                                                                                                    | Phase 3                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students consolidate their Protective Behaviours learning to create a Stay Safe on the Move! awareness presentation designed to educate and support others in their school community. Using real-life examples of walking, riding, and public transport scenarios, students explore how different mediums can communicate safety messages effectively and promote inclusive, respectful behaviour. | Students identify one or two unsafe travel situations with support and name one Protective Behaviours strategy after prompting (e.g., "speak up"), include at least one inclusive reference in their message, and suggest one action someone could take to stay safe. | Students describe several unsafe situations in familiar travel contexts. They select appropriate Protective Behaviours strategies for different situations and explain how the strategy helps them stay safe. They incorporate different ages, abilities, or cultural backgrounds, and describe realistic actions to keep themselves or others safe in familiar scenarios. | Students independently choose and explain multiple strategies, justify their effectiveness and create a presentation that clearly communicates safety messages. They integrate multiple Protective Behaviours concepts to teach others effectively and propose inclusive actions that support the wider community, explaining how these actions help others in shared travel situations. |

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

#### ASSESSMENT RUBRIC

| Organising Element                                 | Action                                                                       | Insufficient Evidence                                | Quality Criteria                                                                                          |                                                                                                            |                                                                                                                                       |
|----------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Understanding of Protective Behaviours strategies  | 1. Show Protective Behaviours strategies in their presentation.              | 1.0 No strategy reflected or irrelevant action.      | 1.1 Names one strategy after prompting (e.g., "speak up")                                                 | 1.2 Includes one strategy that clearly responds to the unsafe situation.                                   | 1.3 Shows and explains multiple protective behaviour strategies with clear connection to audience action.                             |
| Understanding of inclusiveness in community safety | 2. Represent inclusiveness in presentation design.                           | 2.0 No inclusive elements or unclear representation. | 2.1 Includes one inclusive element after prompting.                                                       | 2.2 Includes elements that reflect different people or needs in the community.                             | 2.3 Designs a message that clearly supports accessibility, diversity or different abilities in the presentation.                      |
| Understanding of clear communication               | 3. Communicate a key safety message.                                         | 3.0 No message or message unrelated to safety.       | 3.1 Includes a short message or slogan after prompting.                                                   | 3.2 Includes a clear message that matches the unsafe situation shown.                                      | 3.3 Creates a message that instructs the audience on what to do to stay safe.                                                         |
| Application of learning                            | 4. Apply Protective Behaviours learning in message content and presentation. | 4.0 Presentation does not reflect prior learning.    | 4.1 Includes one element from previous lessons after prompting (e.g., early warning sign, trusted adult). | 4.2 Shows a clear Protective Behaviours concept from the unit in the message (e.g., 3S Model, body clues). | 4.3 Integrates multiple concepts to teach others how to stay safe (e.g., unsafe situation + body clues + strategy + support options). |

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

.....

#### Structure of lesson:

1

**LESSON PHASE:** Introduction (Hook)



**TIMING:** 10 mins

**Show** video: [Transport Victoria - How to be a safe bike rider](#)

**Ask:**

- Who is this safety message aimed at?
- What unsafe situations were shown or implied?
- What Protective Behaviours or safety strategies were used?

**Brainstorm** a quick recap of the Unit learnings.

**Ask** students to share one key takeaway they remember. For example:

- Early warning signs & the body clues that tell us something is unsafe.
- Personal space and boundary-setting in public places.
- The 3S Model – Sense, Shift, Seek support.
- Safe travel planning and identifying trusted adults in the community
- How to seek help assertively and respectfully and speak up for yourself and others.
- Respecting others' boundaries when travelling.

**Pose the challenge:** Today, you'll be creating a Protective Behaviours Safe Travel message to teach other students how to stay safe when walking, riding or using public transport. This could be a poster, newsletter article, school assembly presentation, short video, jingle/song, digital sign, or set of safety reminders displayed around the school. Your chosen format will help our school community become safer and more aware.

**Challenge** students to ensure the medium they choose is inclusive. For example: different ages, cultures, abilities, disabilities, visual/hearing needs, neurodiversity and gender.

#### DIFFERENTIATION STRATEGIES

**Enable**

- Provide visual icons or quick images for each key unit concept (e.g., a stop sign for "unsafe feelings", a speech bubble for "speaking up", a helping hand for "trusted adults").
- Give students a sentence starter sheet: "I remember learning that..." / "A safe choice is when..." to scaffold verbal contributions.

**Extend**

- Invite students to evaluate the video's effectiveness: "How could this safety message be improved to reach more people (e.g., different ages, disabilities, cultures)?"
- Ask: "Where do you see unsafe travel situations in our community that weren't shown in the video?"

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

2

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



**TIMING:** 15 mins

**Model** a [Safe Travel Message Planning template](#) on the board:

**Step 1:**

**Choose Your Format:**

Poster, newsletter article, assembly speech, slideshow, jingle/song, video message, digital sign, or a set of mini safety reminders placed around the school.

**Step 2:**

**Audience:** Who is your message for?

(e.g., Prep–2s, 3–6s, parents, all students, school newsletter readers)

**Step 3:**

**Unsafe Situations:** What unsafe situations will your message focus on?

Examples:

- Feeling followed on the walk home
- A stranger offering a ride
- Someone crowding you on a bike path or at the bus stop
- Getting lost on public transport
- A friend pushing your boundaries on the way to school

**Step 4:**

**What Protective Behaviours strategies will you teach?**

Examples:

Use the 3S Model; Know your body signals; Have a Safety Team; Safe places in the community.

**Step 5:**

**Key Messages, Slogans & Design**

- Short, strong messages (e.g., Trust Your Body Clues! Speak Up, Stay Safe! No Secret Walks or Rides).
- Use visuals and/or language that are clear, inclusive and empowering.
- Safety contacts: Kids Helpline, 000, school contacts, trusted adults.

**Demonstrate** what strong messages might look like in different formats (e.g., a catchy slogan for a sign, a headline for a newsletter article, a chorus for a jingle).

**Show** example posters supplied as well to stimulate ideas.

#### DIFFERENTIATION STRATEGIES

**Enable**

- Offer a short list of 3 unsafe situations and 3 strategies for students to select from if generating their own examples is too challenging.

**Extend**

- Challenge students to include two unsafe situations that contrast (e.g., one about peer pressure, one about stranger danger) and show how different strategies apply.
- Ask students to justify why their design choice effectively communicates to their chosen audience.



## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

3

#### LESSON PHASE: Guided Practice



TIMING: 10 mins

**Individually, in pairs or small groups**, students begin planning their message format using the *Protective Behaviours Message Planner* steps:

- **Step 1:** Choose Your Format
- **Step 2:** Audience: Who is your message for?
- **Step 3:** Unsafe Situations: What unsafe situations will your message focus on?
- **Step 4:** What Protective Behaviours strategies will you teach?
- **Step 5:** Key Messages, Slogans & Design

**Teacher circulates**, prompting deeper thinking:

**Ask:**

- What is the **unsafe situation** your message focuses on?
- What **early warning signs** would someone feel in that situation?
- Which **Protective Behaviours** strategies will you demonstrate being used?
- How will someone hearing or seeing your message know what to DO if they **don't feel safe**?
- How are you making sure your message is **inclusive of everyone** in our community?

**Encourage** reference to real community spaces such as, school crossings, popular walking routes, bus stop areas, bike paths, shops, train station, playgrounds, etc.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Schedule mini-conferences with students to help clarify their unsafe situation, model questions aloud, and support planning with sentence frames such as "If someone feels \_\_\_\_, they could \_\_\_\_."
- Pair these students with a peer mentor to co-develop their plan and sort ideas under headings: "Problem", "Body Clues", "Safe Actions".

##### Extend

- Invite students to plan two messages for different audiences (e.g., one for younger students, one for parents) to show how tone and message shift.

4

#### LESSON PHASE: Independent Application



TIMING: 20 mins

**Students** create their *Protective Behaviours Safe Travel Message* using their choice of medium. For example:

- Hand-drawn poster.
- Digital poster or infographic.
- Newsletter article for the school newsletter.
- School assembly presentation (1–2 minutes).
- Short video or audio recording.
- Jingle, chant or song promoting a safe travel message.
- Mini safety signs to place around the school.

## LESSON PLAN

### Lesson 6: On the Move - Safe Travel Showcase

.....

Students should include:

- Title or slogan
- Scenario and early warning signs
- Protective Behaviours strategies
- Inclusive images
- Safety contacts (Kids Helpline, 000 if danger, trusted adults examples)

**Encourage** students to check for clarity, inclusiveness, accuracy and persuasive power.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Encourage choice of medium that best suits them (e.g., article template, speech scaffold, jingle rhythm guide). Provide printed clip-art or image banks for those who struggle with drawing or design.

##### Extend

- Invite students to prepare a 1-minute explanation to present with their work, outlining their design, format choice and safety message.

**5**

#### LESSON PHASE: Review / Reflection



**TIMING:** 5 mins

**Gallery Walk (if time permits).** (Otherwise complete this step at a later stage once presentations are completed.)

**Display** all presentations around the room.

**Students circulate** to view and leave "positive sticky-note feedback". For example:

- What message stood out?
- What was helpful or clear?
- How did the presentation include and represent different people?

##### **Whole-class reflection:**

- How can our message help our school be safer?
- Where and how can we share our messages beyond our class/year level?

**Consider** inviting younger classes for a mini "Safety Expo" led by Year 5/6 students.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Offer the opportunity to reflect individually using a mini self-assessment sheet: One thing I learned / One way I can be safer / One thing I liked about my message presentation.

##### Extend

- Ask: "Where beyond school could your message make a difference? Draft an email or short note suggesting it be shared with the school community (e.g., council office, local library, sports club)."