



## UNIT OVERVIEW: Respectful Journeys - Protective Behaviours in Action

# Resilience, Respect and Safety on the Go - Years 7/8

### WHY TEACH THIS UNIT?

As young people in Victoria gain greater independence, the way they move through their communities becomes a vital part of their self-direction, resilience, wellbeing and safety. Today's travel environments, whether walking, riding, using public transport or navigating emerging e travel options, are more complex than ever, shaped by digital distraction, peer influence, high powered personal transport and reduced adult supervision. For Year 7–8 students, this shift coincides with a developmental stage where social pressure increases, devices are ever present and risk taking can feel normal, particularly when students lack the confidence or strategies to make protective choices.

**Resilience, Respect and Safety on the Go** builds the skills students need to navigate these realities. The unit helps them recognise and respond to early warning signs, maintain awareness while using digital tools, understand their legal and social responsibilities and practise assertive decision making, boundary setting and help seeking strategies. By grounding learning in real travel scenarios, the unit builds students' awareness, problem solving abilities and respect for others in shared spaces.

Ultimately, this unit offers a timely, relevant and engaging framework that empowers young people to move through their community safely, confidently and respectfully. That is, skills that matter now and will continue to shape their independence well into the future.



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*Resilience, Respect and Safety on the Go* is an eight-lesson protective behaviours unit for students in Years 7–8, designed to support them to be confident, practice respect and travel safely in real-world travel contexts. Through guided investigation and collaborative learning, students examine how increasing independence, social pressures, digital technology and public rules influence their safety, travel choices and interactions with others.

Across the unit, students explore realistic travel scenarios including walking, riding, public transport use, e-travel modes and social meet-ups. They develop a practical toolkit of personal strategies, that can be applied to everyday journeys. Students strengthen key personal and social capabilities including confidence in assertive communication, ethical and lawful decision-making, respect for boundaries and consent, and awareness of their shared community and legal responsibilities. By the end of the unit, students are positioned not only as safer and more responsible travellers, but as informed advocates who can model and influence respectful, safe and protective behaviours among peers, family and the wider community.

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### LESSON SEQUENCE

This unit includes a recommended lesson sequence.

- Lessons 1 and 2 should be taught first to establish core concepts of independence, situational awareness and respectful travel.
- Lesson 8 is intended as the final lesson, bringing the unit together through a community action project.
- The remaining lessons are flexible and can be taught in any order to ensure coherence, while still allowing teachers to adapt the flow to their students and community context.

#### **Lesson 1: Own Your Journey**

(Focus: Independence & responsibility)

#### **Lesson 2: Awareness in Action**

(Focus: Situational awareness & warning signs)

#### **Lesson 3: Switched on to Safety**

(Focus: Digital devices & distractions)

#### **Lesson 4: Stand Up, Speak Up**

(Focus: Peer influence & personal boundaries)

#### **Lesson 5: Confidence on the Move**

(Focus: Assertive choices & seeking help)

#### **Lesson 6: Public Transport - Positive Travel Choices for Everyone**

(Focus: Rules, rights & responsibilities)

#### **Lesson 7: Walking & Riding - Positive Travel Choices for Everyone**

(Focus: Rules, respect & responsibilities)

#### **Lesson 8: One Choice - Action Project**

(Focus: Protective behaviour advocacy)