



LESSON PLAN

Lesson 8: One Choice - Action Project (Protective behaviour promotion)

LESSON SUMMARY

In this culminating lesson, students apply their learning by designing and presenting a **Community Action Project** focused on one Protective Behaviour related to safe and respectful travel. Students select a single Protective Behaviour, deliberately setting aside the others, and create an informative or persuasive product to educate peers, younger students, families or the wider community.

The lesson empowers students to use their voice, demonstrate civic responsibility, and contribute positively to community safety.

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



LEVEL

Years 7-8



LESSON NUMBER

8 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability
· Critical and Creative Thinking

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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.
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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

VC2HP8P05 Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.

VC2HP8P09 Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.

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

CAPABILITIES

Personal and Social Capability

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

VC2CP8O05 When and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contexts.

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PRIOR KNOWLEDGE

Students:

- have explored Protective Behaviours such as noticing warning signs, using assertive communication, and seeking support early.
- understand that peer influence and social norms can affect travel choices and safety.
- have examined safe and unsafe behaviours in walking, riding and public transport contexts.
- recognise that travel safety includes legal responsibilities and respectful shared-space behaviour.
- have discussed how experiences of safety may differ based on gender, age, disability, cultural background or independence level.

VOCABULARY

Protective Behaviour – Actions you take to keep yourself and others safe.

Assertive Communication – Speaking clearly and respectfully to express your needs or boundaries.

Peer Influence – The effect friends or people your age has on your choices.

Social Norms – Unwritten rules about how people are expected to behave.

Community Safety – Making choices that protect everyone in shared spaces.

Shared Responsibility – Everyone has a role in keeping places safe and respectful.

Civic Action – Taking action to improve your community.

Inclusion – Making sure everyone feels welcome and respected.

Accessibility – Ensuring spaces and information can be used by all people.

Respectful Travel – Travelling in ways that follow rules and consider others.

MATERIALS REQUIRED

- Coloured markers, pencils, rulers
- Poster paper or digital devices
- Respectful Journeys Logbook
- Community Action Planning Template (Audience–Message–Impact framework)
- Success Criteria checklist
- Example safety campaign visuals (print or slideshow)
- Sticky notes (for peer feedback gallery walk)



LEARNING INTENTION

Students will apply their understanding of Protective Behaviours by designing a community action product that promotes safe, respectful and inclusive travel practices.

SUCCESS CRITERIA

- I can clearly explain one Protective Behaviour.
- I can connect a protective behaviour to a real travel situation or law.
- I can identify how my message improves safety and respect for different groups of people.
- I can design a product that suits a specific audience.
- I can explain how my project supports community wellbeing and shared responsibility.

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TEACHING CONSIDERATIONS

- Ensure examples reflect a range of travel contexts (metro, regional, rural, walking, riding, bus, train).
- Avoid framing safety issues in ways that blame specific genders, age groups or communities. Focus on behaviours, systems and solutions.
- Acknowledge that girls, gender-diverse students, younger students, and students with disabilities may experience travel safety differently (e.g. harassment, accessibility barriers, confidence levels).
- Encourage inclusive language and diverse representation in campaign visuals.
- Be sensitive to students who may have experienced unsafe travel situations. Remind students they are not required to share personal experiences.
- Provide alternative participation methods (verbal explanation, visual storyboard, written script) to support different learning needs.
- Reinforce that the project is about promoting responsibility and respect, not restricting independence.
- Allow students to choose the Protective Behaviour that feels most meaningful or relevant to them.

Enable

- Provide structured planning templates, sentence starters and visual exemplars to guide students through the project steps.
- Allow flexible formats for demonstrating learning (poster, script, audio recording, storyboard) to support different strengths and needs.
- Offer small-group conferencing or check-ins to clarify expectations and build confidence before sharing.

Extend

- Challenge students to incorporate multiple perspectives (e.g. gender, age, disability, cultural background) into their message.
- Require students to justify their chosen Protective Behaviour using evidence, a relevant law, or a real community issue.
- Invite students to design an implementation plan (e.g. where and how their campaign could realistically be shared for impact).



USEFUL LINKS

[Transport Victoria - Trambassadors](#)

[Transport Victoria - Safety you can see](#)

[Transport Victoria - Always obey the stop sign at rail crossings](#)

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



ASSESSMENT

- Observation of student participation in brainstorming, planning discussions and peer feedback.
 - Completion and quality of the Audience–Message–Impact planning.
 - Final Community Action product demonstrating understanding of one Protective Behaviour and its real-world relevance.
 - Reflection responses showing ability to explain impact on safety, respect and inclusion.
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LEARNING CONTINUUM

Focus: Understanding and promoting one Protective Behaviour to improve travel safety and respect, and communicating it effectively to peers, younger students, families, or the wider community.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how Protective Behaviours can improve safety and respect in travel. They learn to select one behaviour, understand its purpose, and plan a clear message for an audience.	Students identify one Protective Behaviour and recognise why it is important in simple, familiar travel situations. They show emerging awareness of how it can improve safety and respect.	Students describe the chosen Protective Behaviour and connect it to a realistic travel scenario. They explain how it supports safer choices and respectful interactions for themselves and others.	Students confidently analyse how their chosen Protective Behaviour can influence travel safety and respect across different audiences. They independently design and justify an inclusive project that promotes safety, equity, and shared responsibility in the community.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of Protective Behaviours.	1. Explain one Protective Behaviour.	1.0 No explanation or inaccurate description.	1.1 Names a Protective Behaviour without explanation.	1.2 Describes the Protective Behaviour using a relevant example.	1.3 Explains the Protective Behaviour and clarifies how it reduces risk in a travel situation.
Understanding of Legal & Social Responsibility.	2. Connect the Protective Behaviour to a rule, law or social norm.	2.0 No connection made.	2.1 Identifies a related rule or expectation.	2.2 Describes how the rule or norm supports safety.	2.3 Explains how the rule or norm protects individuals and the wider community.
Application to Real Travel Contexts.	3. Apply the Protective Behaviour to a realistic travel scenario.	3.0 No scenario included.	3.1 Describes a basic or vague scenario.	3.2 Describes a clear, realistic travel situation.	3.3 Analyses how the Protective Behaviour changes outcomes within the scenario.
Inclusive & Respectful Messaging.	4. Demonstrate inclusion in the safety message.	4.0 Message excludes or stereotypes groups.	4.1 Mentions fairness or respect in general terms.	4.2 Identifies a group that may be affected differently (e.g. age, gender, disability).	4.3 Explains how the message supports equity and inclusion for diverse groups.
Audience & Impact Awareness.	5. Design a message suited to a specific audience.	5.0 No clear audience identified.	5.1 Identifies an audience without adapting message.	5.2 Adapts language or format for chosen audience.	5.3 Justifies how the message will influence safer behaviour in that audience.

* continued overleaf

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Civic & Personal Responsibility.	6. Reflect on community impact and shared responsibility.	6.0 No reflection or unrelated response.	6.1 States that safety is important.	6.2 Describes how young people can contribute to safer travel.	6.3 Explains how individual choices influence broader community safety and respect.

Structure of lesson:



ACHIEVEMENT FOCUS: Students demonstrate understanding of protective behaviours, responsibilities and community safety by creating and communicating a clear, purposeful message to others.



1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Ask the question: *What unsafe or disrespectful travel behaviours still happen in our community?*

Invite students to brainstorm freely.

Display or revisit images, posters and short clips from earlier lessons to spark ideas.

Examples to prompt thinking:

- Not wearing helmets.
- Filming pranks on public transport.
- Not offering seats to elderly or less abled passengers.
- Peer pressure to cross roads/tracks unsafely.
- Ignoring someone feeling uncomfortable.
- Harassment or sexist comments in shared spaces.

As students share, prompt them to think about:

- Which behaviours keep appearing.
- Who is most affected.
- Which protective behaviour could interrupt or prevent the issue.

Explain project requirements: "Today, you will choose **ONE** Protective Behaviour and design a product that educates others. You are not explaining everything we've learned - just one powerful behaviour that can improve travel safety and respect."

Clarify that projects must:

1. Clearly explain the Protective Behaviour.
2. Show why it matters.
3. Connect it to a real travel situation.
4. Be inclusive and respectful.
5. Encourage safer choices.

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DIFFERENTIATION STRATEGIES

Enable

- Provide a list of Protective Behaviours studied (e.g. Seek Support Early, Use Assertive Voice, Notice Warning Signs, Respect Shared Space).
- Provide visual examples of strong safety posters or short campaign clips.

Extend

- Ask students to identify which groups may experience this issue differently (gender, disability, age).
- Invite students to identify a current local travel concern and connect their project to it.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Explain that effective safety messages are built around three key elements.

Write these on the board as you introduce them.

1. Audience

Ask: Who needs this message most?

Guide students to consider:

- Younger students
- Peers
- Adults
- Families
- Sports teams
- Community transport users

Encourage students to choose an audience they understand well.

2. Message

Ask: What must they understand?

Explain students will need to identify:

- The Protective Behaviour.
- Why it reduces risk.
- How it supports respect and inclusion.

Remind students that their message should be simple, clear and focused on one key idea.

3. Impact

Ask: What change do you want?

Students consider the behaviour they want to encourage, such as:

- More helmet use.
- More assertive boundary-setting.
- Safer crossing.
- More respectful shared transport behaviour.

Explain that their product must also:

- Connect to a real rule, law or social expectation.
- Include one realistic travel scenario.

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Before students begin creating, **emphasise** that the strength of their planning will shape the clarity and effectiveness of their final product.

Encourage students to check that their planning is complete, specific and audience appropriate before moving on to product creation.

DIFFERENTIATION STRATEGIES

Enable

- Provide a structured planning template with sentence starters:
 - "This Protective Behaviour helps because..."
 - "A common situation is..."
 - "People might not realise that..."
- Allow verbal planning before written completion.

Extend

- Ask students to identify possible barriers to their audience listening (peer pressure, embarrassment, misinformation).
- Require inclusion of a statistic, law reference, or community policy.
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3

LESSON PHASE: Guided Practice



TIMING: 10 mins

Explain that students will shortly create their chosen product.

List some of the options that students may create:

- Poster or infographic.
- Short presentation/assembly talk.
- Video concept or storyboard.
- Social media awareness campaign (mock-up).
- Parent or primary student guide.
- Podcast script.
- Comic strip.
- Public service announcement script.
- Audio recording.

Display the success criteria:

- Explain one Protective Behaviour clearly
- Connect to a real travel situation
- Show why it improves safety AND respect
- Is inclusive and appropriate for the audience
- Encourage responsible action

Share the following example project:

Title: "Keep Left on Shared Paths" - A Parent/Primary Student Guide

Product: A short guide that teaches younger students, and their parents, the protective behaviour of keeping to the left on shared paths.

Audience: Primary school students who walk or ride on shared paths with their families.

Message: Keeping left helps everyone move safely and predictably, especially in busy areas.

Impact: Encourage younger students to develop safe habits early and understand how their choices affect others.

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Share what the guide might look like (Concept Only):

- A cover page titled "Sharing the Path Safely"
- A simple diagram showing a shared path with arrows pointing left.
- A short explanation: "Keeping left helps everyone know where you're going. It keeps you safe and gives others room to move."
- A small scenario box: "When the path gets busy, staying left helps riders and walkers pass safely."
- A final reminder: "Everyone has the right to feel safe when travelling."

DIFFERENTIATION STRATEGIES

Enable

- Allow students to talk through their idea with a partner before committing to a product choice.
- Offer sentence starters to help students articulate their protective behaviour, audience and message clearly.

Extend

- Require students to justify their design choices (e.g., colours, visuals, tone) based on accessibility and inclusivity.
- Encourage students to incorporate accessibility features such as captions, high contrast colours, simplified language or alternative text.

4

LESSON PHASE: Independent Application



TIMING: 20 mins

Explain to students that they will now begin creating their chosen product.

Remind them that their goal is to communicate **one clear protective behaviour** in a way that is meaningful, respectful and easy for their chosen audience to understand.

Teacher Directions During Creation

Circulate as students work and prompt them to check the clarity and purpose of their message.

Use questions such as:

- Is your audience clear?
- Is your message simple and focused on one protective behaviour?
- Does your product show why this behaviour matters?
- Have you connected your message to a real travel situation?
- Would someone in your audience understand this quickly?

Encourage students to think carefully about:

- Representation: Who is shown in their visuals? Who is missing?
- Accessibility: Can someone younger, older, or with different needs understand the message?
- Tone: Does the message feel respectful, encouraging and inclusive?

Remind students to avoid stereotypes and ensure their message reflects the diversity of people who use shared travel spaces.

Encourage students to check their work for:

- Diverse representation in visuals (gender, ability, cultural diversity)
- Avoidance of stereotypes in characters, roles and scenarios
- Clear, readable fonts that are easy to see from a distance
- Strong colour contrast for visibility and accessibility
- Language that is accessible to the chosen audience (simple, direct, age appropriate)
- Alternative formats where needed (audio option, visual heavy option, simplified text)

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Consider also asking:

- Does your scenario feel realistic for your audience?
- Have you shown how this behaviour protects people?
- Is your call to action clear?
- Have you included a respectful message that encourages safe choices?
- Does your product reflect the values of safety, respect and responsibility?

Encourage students to revise and refine their work as they go, checking it against the success criteria displayed in the room.

DIFFERENTIATION STRATEGIES

Enable

- Provide a simple planning scaffold (e.g., audience–message–impact) for students who need help organising their ideas before creating.
- Give students the option to work with a partner for the first few minutes to clarify their message before creating independently.

Extend

- Encourage students to justify their design choices (e.g., colours, visuals, tone) based on their chosen audience.
- Ask students to consider how their message could be adapted for a different audience (e.g., younger students, families, community groups).

5 LESSON PHASE: Reflection / Review



TIMING: 10 mins

Explain to students that they will now share their completed projects and receive feedback from peers.

Choose one of the following structures to guide the sharing process:

- Gallery walk
- Small group presentations
- Pair share explanation

Provide students with simple feedback prompts to use as they review each other's work:

- *One thing that was clear and effective...*
- *One suggestion to strengthen the impact...*

Before students begin, highlight what strong projects should demonstrate:

- A clear connection to the chosen protective behaviour
- Strong targeting of the intended audience
- Inclusive and respectful messaging
- A realistic and relevant travel situation or application

Optional Real World Application

Explain that some projects may be shared beyond the classroom to promote safer travel in the wider community.

Possible options include:

- Displaying projects around the school
- Sharing with feeder primary schools
- Presenting at year level assemblies or parent forums
- Linking with local council, transport or safety initiatives (e.g. feature initiatives in local library, invite a councillor to come to the school, work with council to feature on local infrastructure such as shared paths)

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DIFFERENTIATION STRATEGIES

Enable

- Provide written feedback sentence starters to support students who need structure.
- Allow students to record their explanation instead of presenting live.

Extend

- Ask presenters to explain how their message supports equity and inclusion.
- Invite peers to suggest how the project could be implemented in a real world setting.