



TEACHER GUIDE

Adapting the “Navigating Risks in a Mobile World (E-Rideables)” unit of work for Upper Primary and Lower Secondary students

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Adapting the Unit for Different Student Cohorts and Community Contexts

The illegal use of e-mobility devices, particularly modified e-bikes and underage e-scooter riding, is an increasing safety concern across Victoria.

Navigating Risks in a Mobile World is a **protective behaviours and safety inquiry unit** principally designed for Year 9–10 **focusing on e-rideables** in which students explore travel safety issues, peer pressure, and their legal and social responsibilities as independent travellers. Over seven weeks, students develop a *Street Safe Action Project* - a campaign, product, redesign, or behaviour-change initiative that addresses a real local safety issue, with each lesson building toward a final community-focused outcome. While designed for 15–16 year-olds, these issues are relevant across a broader age range, and this teacher guide supports adaptation for different developmental stages and student cohorts.

Unit materials: [Protective Behaviours and Safety - Navigating Risks in a Mobile Word \(E-Rideables\) | Road Safety Education](#)

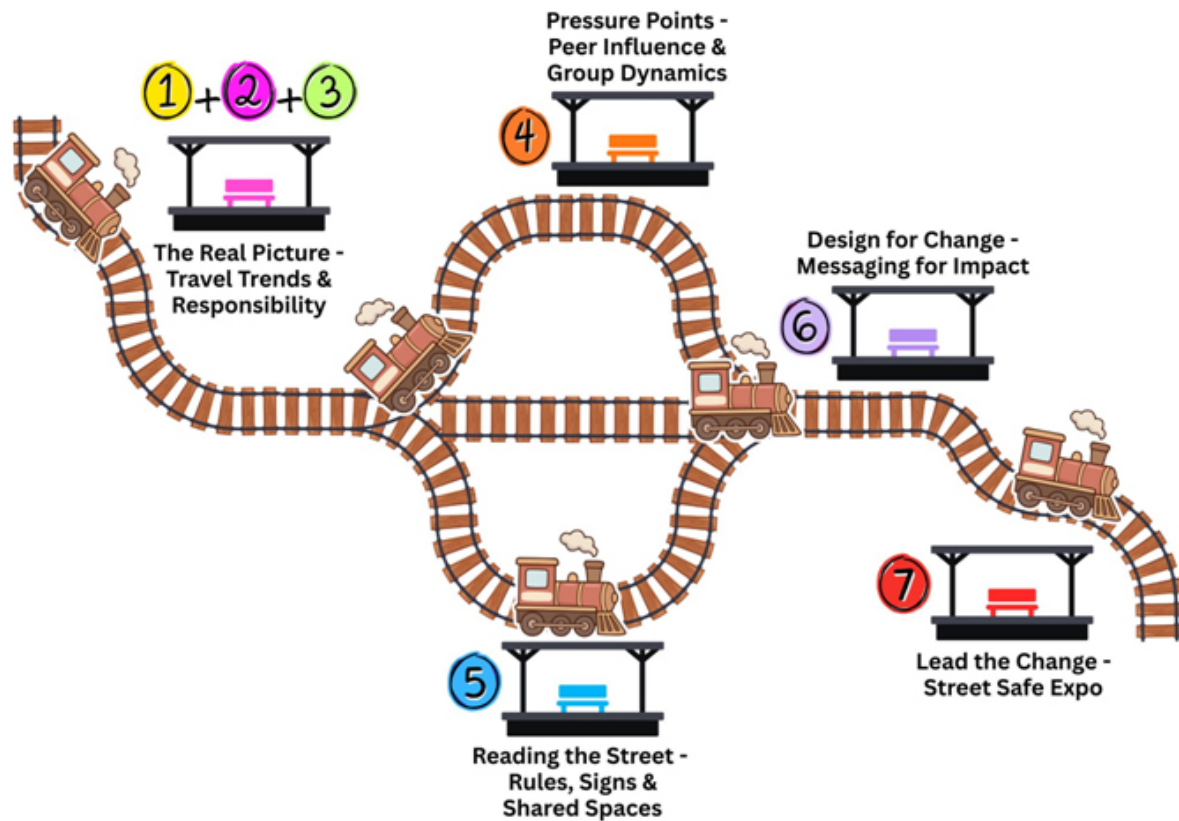
This Teacher Guide provides curriculum links and adaptation strategies to support delivery of the Level 9–10 unit across upper primary and lower secondary levels. It offers differentiation opportunities to meet diverse learning needs and outcomes and can be tailored to local community concerns and emerging issues around e-rideable use.

It is aligned with the [Department of Education's Respectful Relationships \(RR\) teaching and learning resources](#).

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What Curriculum knowledge and skills are covered?

This unit supports delivery of the Victorian Curriculum 2.0 Health and Physical Education and Capabilities outcomes by developing knowledge and skills related to:

Physical Education

- Lifelong physical activity promotion

Health Education

- Protective behaviours and help seeking strategies
- Health information related to health and wellbeing
- Strategies designed to enhance health and wellbeing

Personal and Social Capability

- Individual responsibility
- Values, beliefs and perspectives on social issues
- Rights and responsibilities in relationships (including friendships)

Critical and Creative Thinking

- Strategies for generating new ideas
- Delivery of an argument and a conclusion



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Suggested adaptations for Level 5-6/Upper Primary aged students

Curriculum Links:



VICTORIAN CURRICULUM 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.

VC2HP6P10 Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.

CAPABILITIES

Personal and Social Capability

VC2CP6S01 How and why emotional responses and behaviour change in different personal and social contexts.

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.



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. Students analyse health information to refine strategies that can enhance their own and others' health, safety, relationships and wellbeing.

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: select strategies and justify their decisions, taking into consideration cause and effect in relation to situations, emotions, behaviours, attitudes and actions as appropriate; and reflect on the results. They explain how respectful relationships can be achieved, maintained and rebuilt, demonstrating sensitivity to individual, social and culture differences.

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PRIOR KNOWLEDGE

Students have:

- participated in earlier Protective Behaviours or Respectful Relationships learning (e.g. identifying safe and unsafe situations, help seeking etc).
- experienced travel in their local community (walking, riding, car trips, or public transport).

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Considerations for adapting the unit for upper Primary school students:

- Use lessons from the L 5/6 Protective Behaviours and Safety units of work as preparation for the *Navigating risks in a mobile world* unit of work [Protective behaviours and safety – safe choices on the move | Road Safety Education](#).
 - Deliver the Bike Ed program using the [Bike Ed Units of work | Road Safety Education](#) as a foundation before introducing this investigative unit of e-rideables.
 - Spread this investigative unit of work over the semester.
 - Limit the scope of the *Street Safe Action Project* and consider doing this as a whole class rather than in smaller groups.
 - Narrow the choice of streams, or have a Teacher-led choice for the *Street Safe Action Project*.
 - Simplify Lesson 1, 2 and 3 sequence and narrow the focus to one issue, and have the Teacher clearly define the problem.
 - Simplify and/or supplement Lesson 4 by including elements from [L 5/6 Protective Behaviours and Safety unit of work](#) with Lesson 4: Speaking Up – My Voice Matters and Lesson 5: Travel Troubles and Safe Solutions.
 - Spread Lesson 5 over several weeks, incorporating several excursions in the local environment to better understand and unpack local issues.
 - Consider drawing on extra helpers such as parents, local community police members or local council officers (where available) to assist with the creation of a prototype. Also consider a much more Teacher-led phase of the unit.
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Suggested adaptation for Level 7-8

Curriculum Links:



VICTORIAN CURRICULUM CONTENT DESCRIPTIONS

LEARNING AREAS

Health and Physical Education

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

VC2CP8S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careers.



ACHIEVEMENT STANDARD (EXTRACT)

Health and Physical Education

By the end of Level 8, students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Personal and Social Capability

By the end of Level 8, students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.



PRIOR KNOWLEDGE

Students may already:

- have travelled short distances independently (e.g. walking, cycling, using public transport with friends).
- understand basic road safety rules and expectations for pedestrians and bike riders.
- have participated in earlier Protective Behaviours or Respectful Relationships learning (e.g. identifying unsafe situations, asking for help).
- have varied experiences of independence depending on family expectations, location and cultural context.

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Considerations for adapting the unit for Level 7-8 students:

- Use lessons from the L 7/8 units of work as preparation for the *Navigating risks in a mobile world* unit of work [Protective Behaviours and Safety: Resilience, Respect and Safety on the Go | Road Safety Education](#).
 - Deliver the Bike Ed program using Unit 4 of the [Bike Ed Units of work | Road Safety Education](#) as a foundation before introducing this investigative unit of e-rideables.
 - Spread this investigative unit of work over a longer period and consider cross- subject possibilities.
 - Limit the scope of the *Street Safe Action Project* and consider using larger group sizes
 - Narrow the choice of streams and focus areas – giving students a limited amount to choose from after an initial class discussion regarding local issues.
 - Simplify Lesson 1, 2 and 3 sequence and narrow the focus to one or two issues and have the Teacher clearly define the problem
 - Simplify and/or supplement Lesson 4 of this unit by including elements from [L 7/8 Protective Behaviours and Safety](#) unit of work, in particular Lesson 4: Stand Up, Speak Up (Focus: Peer influence & personal boundaries) and Lesson 5: Confidence on the Move (Focus: Assertive choices & seeking help)
 - Extend the content of Lesson 5 and undertake local excursions to better understand and unpack local issues
 - Consider drawing on extra helpers such as local community police members or local council officers (where available) to assist with the creation of a prototype or to give some local background. A more Teacher-led phase of the unit maybe helpful as well.
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