



LESSON PLAN

Lesson 1: My Safety Radar

LESSON SUMMARY

In this lesson, students learn to "tune in" to their internal **safety radar** - the physical and emotional body clues that help them recognise when a situation feels safe, unsafe or uncomfortable while travelling. They identify how their bodies react to danger or discomfort (such as a racing heart, tense muscles or "butterflies" in the stomach) and practise how to respond when these signals appear.

Through brainstorming, scenario analysis and creative reflection, students learn that their body sends important messages to help them make safe choices in real travel settings.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

1 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 1: My Safety Radar

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.

Personal and Social Capability:

By the end of Level 6, students explain the effect that different personal and social contexts have on emotional responses and behaviours. They explain a range of ways to support themselves and others in personal and social contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P06 Apply strategies to manage emotions and analyse how emotional responses influence interactions.

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.

VC2HP6M09 Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities.

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.

LESSON PLAN

Lesson 1: My Safety Radar



PRIOR KNOWLEDGE

- Students can describe safe and unsafe situations in general terms.
- Students have some awareness of personal boundaries and feelings of comfort/discomfort.
- Students have experienced travel in their local community (walking, riding, car trips, or public transport).

VOCABULARY

Body clues: Physical or emotional signals that tell us when we might be unsafe or uncomfortable.

Safety radar: The internal "alarm" that alerts us to danger or unease.

Protective behaviours: Actions that help keep us safe, such as moving away, saying no, or seeking help.

Unsafe situation: When something feels wrong or risky, even if it's hard to explain.

Uncomfortable feeling: When we feel unsure, nervous, or uneasy, and might need to stop and think.

Trusted adult: An adult who listens, believes and helps us when we feel unsafe.

MATERIALS REQUIRED

- Whiteboard and markers
- Student journals or notebooks
- [Safety Radar Match-Up Activity Cards](#)
- [Safety Radar Match-Up Activity - Rules and Responses Sheet](#)
- [My Personal Safety Radar Worksheet](#)
- [Safety Radar Reflection Worksheet](#)
- Videos – [SONAR/RADAR Effect YouTube video](#)
[Curious Kids Psychology - Fight Flight for Kids](#)



LEARNING OBJECTIVE

Students will recognise and interpret body clues that signal when a travel situation may be unsafe or uncomfortable. They will learn to trust these early warning signs, identify what is causing the feeling and practise using protective behaviour strategies to respond safely.

SUCCESS CRITERIA

- I can describe at least three body clues that alert me to danger or discomfort.
- I can identify examples of safe, unsafe, and unsure travel situations.
- I can describe what I could do if my body clues tell me I feel unsafe.

TEACHING CONSIDERATIONS

- Be sensitive to students who may have experienced unsafe or traumatic situations; avoid requiring personal disclosures.
- Reinforce that "unsafe" and "uncomfortable" feelings are valid and it's okay to talk about them.
- Include travel scenarios relevant to students' everyday experiences (walking, cycling, public transport).
- Encourage emotional literacy—help students name and normalise physical feelings.

LESSON PLAN

Lesson 1: My Safety Radar

Enable

- Use illustrated body maps showing physical clues (sweating, shaky hands, frowning, butterflies).
- Provide simple statements or visual symbols for students who need help expressing feelings.
- Allow students to act out scenarios rather than write responses.

Extend

- Students write or record a "Safety Radar Guide" explaining how to recognise and act on body clues when travelling independently.
- Research how athletes use body awareness (heart rate, breathing) to make safe choices in sport - linking it to tuning into their radar.



USEFUL LINKS

[Child Safe - Body Safety Programs to empower children, educators and families](#)
[Kids Helpline - abuse and safety resources for schools](#)
[The Daniel Morcombe Foundation - Keeping Kids Safe Resources](#)
[National Office for Child Safety - body safety cards](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #1 – Emotional Literacy

Activity #1: What do emotions look like?

Activity #2: Recognising positive, negative and 'mixed' emotions.

Activity #3: Intense emotions.

Transport Victoria – Yr 5-6 Active Travel Unit

Lesson #5: Hazard Hunters



ASSESSMENT

- Observation of contributions in Body Clues Brainstorm and Scenario Sorting.
 - Completed Safety Radar Reflection drawing/journal page.
 - Student explanations of what they would do in unsafe/uncomfortable travel scenarios.
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LESSON PLAN

Lesson 1: My Safety Radar



LEARNING CONTINUUM

Focus: Recognising and responding to body clues that signal safety concerns; applying protective behaviours when travelling in the community; understanding shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how their 'Safety Radar' helps them stay safe when travelling. They learn to recognise body clues, interpret what those clues might be telling them, and practise choosing protective behaviours that support their own safety and the safety of others.	Students identify a small number of body clues with support (e.g., fast heartbeat, sweaty palms). They begin to notice when their body feels different in a travel situation and state that this might mean something is not right. They can name one or two simple protective actions (e.g., move away, find a trusted adult).	Students describe a range of body clues and explain what those clues might be signalling in different travel scenarios. They make simple connections between the scenario, their body clue and an appropriate protective behaviour. They begin to choose protective actions with some reasoning (e.g., "I would go back to school because my body is telling me something feels off").	Students confidently explain how their safety radar works, making clear links between body clues, the meaning of those clues and the protective actions they select. They apply protective behaviours independently and justify their choices. They show awareness of how their actions can support the safety of others (e.g., travelling with a friend, seeking help for someone who feels unsafe).

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Identifying body clues.	1. Identify body signals that show their safety radar is pinging.	1.0 Gives no example or gives unrelated sensations.	1.1 Names one body clue when prompted.	1.2 Describes one or two body clues using own words.	1.3 Explains how a body clue helps them recognise a change in safety.
Interpreting safety cues	2. Describe what a body clue might be telling them in a travel situation.	2.0 Gives no interpretation or gives unrelated ideas.	2.1 States a simple idea such as "something is wrong".	2.2 Describes what the clue might mean in a given scenario.	2.3 Explains how the clue helps them decide whether a situation is unsafe or unsure.
Connecting scenario + body clue + meaning.	3. Match a travel scenario with a possible body clue.	3.0 Makes no match or gives an unrelated match.	3.1 Matches one scenario and one body clue with prompting.	3.2 Matches multiple scenarios and body clues with logical reasoning.	3.3 Explains how different body clues could match the same scenario and why.
Applying protective actions.	4. Select a protective action that responds to their body clue.	4.0 Gives no action or an unsafe action.	4.1 Names one basic action with prompting.	4.2 Selects a relevant protective action for a scenario.	4.3 Explains why the chosen action fits the scenario and body clue.

* continued overleaf

LESSON PLAN

Lesson 1: My Safety Radar

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal & social capability	5. Suggest a protective action that supports their own or others' safety.	5.0 Gives no suggestion or unclear response.	5.1 Suggests a simple protective action with prompting.	5.2 Suggests a realistic protective action they could use.	5.3 Suggests an inclusive protective action and explains how it supports themselves or others.

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Set the scene:

Show this animated sonar/radar video – [SONAR/RADAR Effect YouTube video](#)

Ask: Does anyone know what this is?

Does anyone know what a radar does?

Record responses on the board such as:

- It detects things around it that are sometimes hard to see (e.g. rain radar)
- It tells us if something is safe or dangerous
- It helps us prepare or react (storm warnings)

Explain: A radar is a system that constantly scans its surroundings. It sends out signals and listens for echoes. When everything's clear, there's no sound or dots on the screen. But when something unusual appears such as a plane, a storm or an obstacle, the radar sends out a signal or a ping to alert us that something might need attention.

Write My Safety Radar on the board.

Then explain: Our bodies work in a very similar way to a radar. Even when we're not thinking about it, our brain and senses are always 'scanning' the environment - noticing sights, sounds, smells and feelings that help us stay safe. When everything feels calm, there are no alerts - our radar is on, but quiet. But when something doesn't feel right, our body sends us a signal - a ping - just like the radar.

Ask: What might that signal or ping feel like in our bodies?

Record responses on the board such as:

- a racing heartbeat
- butterflies in your stomach
- sweaty palms
- the urge to move away

LESSON PLAN

Lesson 1: My Safety Radar

Emphasise: Everyone's body clues can be different depending on our body, our experiences, or what's familiar or unfamiliar to each of us. There's no one 'right' way to feel signals of danger.

Brainstorm: When have you felt worried or unsafe when travelling to or from school or in your community and what happened in your body?

Add body responses to the board if not already recorded (e.g., fast heartbeat, tense stomach, sweaty palms, shaky voice).

Show a short video: [Curious Kids Psychology - Fight Flight for Kids](#)

DIFFERENTIATION STRATEGIES

Enable

- Provide picture cards of radars, weather maps, and body-clue icons to support students who need visual anchors. Students point to the images that match the teacher's questions.
- For students who find sharing difficult, provide stem cards such as:
"One time I felt worried when..."
"My body felt..."
"The unsafe thing was..."
- Use learning activities in the RRRR Level 1-2 Activity 4 on Respect my body, respect my personal space or Level 3-4 Activity 4 on using the No, Go Tell model

Extend

- Ask students to think of other real-world systems like radars (e.g., smoke alarms, car sensors, emergency sirens) and explain how they keep people safe.
- Students sort example feelings/experiences into two columns: Worried but safe vs Unsafe, and justify their choices to a partner.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: *This video showed what happens inside our body when our 'safety radar' pings. The fight, flight or freeze response is our body's alert system. It switches on automatically to help protect us. It's our body's way of saying, 'Something might not be safe so pay attention and act wisely.'*

Just like a radar operator uses those pings to guide a ship or plane away from danger, we can use our body's signals to guide our own safe choices, especially when travelling or moving around our community.

Step 1 – Review and extend the brainstorm

Refer back to the body clues identified in the introduction.

Ask: Are there any other body clues or feelings our radar gives us that aren't on the board?

Add to your existing class brainstorm chart if required. Other examples include:

- Wobbly knees, tense shoulders, dry mouth, shaky hands, faster breathing, confused thoughts, feeling frozen or blank.

Then ask: Do these signals *always* mean we're in danger?

Guide discussion:

- Sometimes, our radar pings when we're nervous but still safe - like before a test, performing in front of the class or meeting new people.
- These feelings are helpful reminders to pause, notice, and decide: *Am I really unsafe, or am I just feeling unsure?*

LESSON PLAN

Lesson 1: My Safety Radar

Explain: That's what our radar helps us do. It helps us check in with ourselves, pause and think before we act. Even if it turns out to be a false alarm, it's always better to listen than to ignore it.

Step 2 – Model example

Describe or act out a simple scenario:

Let's imagine you're walking home after school. A car pulls over nearby and someone you don't recognise calls out. Suddenly, your stomach feels tight, your heart starts to beat faster, and your legs want to move.

Ask:

- What's your radar doing?
- What's it trying to tell you?

Guide students to respond: *It's pinging! It's warning me that something might not be right.*

Then model the thought process aloud:

When I notice those clues, I can choose a protective action. I might ignore it, keep walking quickly to a safe place, cross the road, call a parent, or go back to school. My radar has done its job - it's helped me make a safe decision.

Step 3 – Link to protective actions

Explain that our radar only helps us if we act on what it tells us.

Say: *When our radar pings, we can use protective behaviour that help us feel and stay safe.*

List or model a few examples on the board:

- Move away from the situation or person.
- Go to a safe place (like a shop, bus stop or friend's house).
- Tell a trusted adult or community helper.
- Call a parent or carer.
- Say "no" confidently if someone is making you uncomfortable.

Emphasise: Sometimes our radar helps us avoid danger; other times, it helps us stay calm and make good choices when things don't go to plan. The important part is noticing the clues and knowing what to do next.

DIFFERENTIATION STRATEGIES

Enable

- Provide a visual chart listing body clues with simple icons. Students can point, match, or circle clues instead of generating them independently.
- Provide students with a partner to rehearse thinking aloud while the teacher models the scenario.

Extend

- After the modelled scenario, challenge students to list 3 different appropriate protective actions and explain which is most effective and why.
- Provide an extra scenario that is ambiguous (e.g., "A neighbour you don't know well offers you a lift because it's raining"). Students debate whether the radar should ping and justify opposing viewpoints.

LESSON PLAN

Lesson 1: My Safety Radar

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Introduce the Safety Radar Match-Up activity:

Now that we understand what our radar does and how it warns us, let's see if we can use it in real and imagined travel situations. We're going to test our radar with some travel scenarios that may make you feel unsafe or unsure.

Follow the instructions on the Safety Radar Match-Up Rules sheet (supplied) but briefly summarised here:

Distribute to each pair or small group one set of each of the following cards (supplied):

1. **Travel Situation Cards** (14 total)
 2. **Body Radar Cards** (14 total, some duplicates)
 3. **Protective Action Cards** (14 total)
 4. **Blank Protective Action Cards** (4 total) - Students can write a different action they would take on these cards (if needed).
- Mix and spread the cards face up on desks.
 - Students work together to create logical matches of 1 travel scenario + 1 body radar + 1 protective action.
 - There can be multiple correct answers so the focus is on reasoning and discussion.
 - Teacher circulates, prompting with questions and checking understanding.

Once all matches are made by each pair, call out a few random scenario numbers for pairs to share aloud and ask:

- What body radar clue did you match?
- What protective action did you choose and why?

Encourage reasoning: Is that the only action that would work? Could your body feel differently in that situation?"

After discussing 4-5 situations, pairs join with another pair to compare and discuss any differences in their matches.

DIFFERENTIATION STRATEGIES

Enable

- Provide 2–3 pre-matched examples to model what a complete match looks like. Students needing more support work with a reduced set of cards (e.g., 6 scenario sets instead of 14).
- Use coloured dots or borders to visually group body clues, scenarios, and protective actions. This helps students begin with more obvious matches before tackling abstract ones.

Extend

- Students design an additional scenario that could happen when travelling, a new body-clue card or a more advanced protective action card (e.g., "Ask multiple trusted adults until one helps").
- For each scenario, students rank protective actions from most effective to least suitable, giving a reason for each ranking.

LESSON PLAN

Lesson 1: My Safety Radar

4

LESSON PHASE: Independent Application



TIMING: 15 mins

My Safety Radar Reflection

Students design their own "Safety Radar" using the [My Personal Safety Radar Worksheet](#).

- In the centre, write "ME."
- Around the circles, add signals (body clues) that help them detect danger or discomfort.
- Outside the Radar circles, write actions they can take when their radar goes off (e.g., move to a safe place, call a parent, tell a teacher, walk with a friend).

DIFFERENTIATION STRATEGIES

Enable

- Offer mini-conferences for students who need support organising ideas. Students may verbally explain their radar and the teacher/scribe writes their responses.

Extend

- Add an outer ring to the radar titled: "Backup Plan if the First Action Doesn't Work". Students identify a second protective action to use if the first is not possible.
- Challenge students to draw a map of their real journey to or from school and mark possible spots where their radar might ping, including safe places/people nearby.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Gather students in a circle.

Ask reflection prompts:

- What new body clue did you learn about today?
- How can your safety radar help you when travelling to school or around your community?

Reinforce: Our bodies are powerful safety tools. When we listen to our body clues, we can make safer choices and protect ourselves.

End with a class affirmation: "I can trust my body clues. They help me stay safe on the move."

DIFFERENTIATION STRATEGIES

Enable

- Offer Provide three options for reflection so all students can participate comfortably:
 - Verbal sharing
 - Point to a body clue on the board
 - Draw a quick emoji showing how they feel about using their safety radar.

Extend

- Add Invite students to respond to deeper questions, e.g., "How might your safety radar protect a friend as well as yourself?"
- Ask students to create their own personal version of the class affirmation (e.g., "My body clues are my superpower for staying safe when I travel").



LESSON PLAN

Lesson 2: My Safety Team

LESSON SUMMARY

In this lesson, students explore how to build their own Safety Team – a network of trusted people and safe places they can turn to when something feels unsafe or uncomfortable while walking, riding or using public transport. Students identify who they can ask for help when travelling, including community helpers such as bus drivers, crossing supervisors, shop staff or local police.

They learn how to recognise situations when they might need support such as being lost, facing peer pressure or travelling alone, and practise using assertive communication to ask for help confidently. Students learn that their Safety Team is not fixed. As they learn more about their own safety, build confidence and develop a clearer understanding of what feels safe and unsafe, the people they trust and the places they rely on may naturally change over time.

***Important teacher note:**

If teaching this lesson early in the Unit sequence, provide students in later lessons with ongoing opportunities to review, update and adapt their Safety Team as their needs, relationships and travel experiences evolve.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

2 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 2: My Safety Team

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.

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. They select strategies and justify their decisions.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

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.

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

CAPABILITIES

Personal and Social Capability

VC2CP6S02 When and how to use a range of peer support, self-regulation and other productive coping strategies.

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.

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.

LESSON PLAN

Lesson 2: My Safety Team



PRIOR KNOWLEDGE

- Students can recognise safe and unsafe travel situations.
- Students understand what protective behaviours are.
- Students have travelled in their local community (walking, cycling, car trips or public transport).

VOCABULARY

Trusted adult: A person who listens, believes and helps when you feel unsafe or unsure.

Safe place: A place where you can go to get help or feel protected (e.g. station office, shop, library, school).

Community helpers: People who help keep travellers safe (e.g. crossing supervisors, bus drivers, station staff, police, shop owners).

Assertive communication: Speaking clearly, calmly and confidently to express your needs or ask for help.

Protective behaviours: Actions that keep you safe, such as moving to a safe place or telling a trusted adult.

Help-seeking: Knowing when and how to ask for support or protection when travelling.

MATERIALS REQUIRED

- Whiteboard and markers
- Coloured pencils or markers
- [Trusted Adults and Community Helpers](#) Photos
- [Trusted Adults and Community Helpers](#) List
- [Feeling worried – You can talk to us \(Kids Helpline\)](#) Posters x2
- Google Map printed copies of local school area (teacher to provide)



LEARNING OBJECTIVE

Students will identify trusted people and safe places they can turn to while travelling and will practise asking for help confidently using clear, assertive communication.

SUCCESS CRITERIA

- I can name at least three trusted people and safe places I could go to if I felt unsafe while travelling.
- I can describe when and how to ask for help when walking, riding or on public transport.
- I can use confident and respectful words to ask for help.

TEACHING CONSIDERATIONS

- Keep travel scenarios realistic and relevant to students' local community (school route, bus stop, nearby shops).
- Be sensitive to students who may have limited access to safe adults.
- Reinforce that help-seeking is a protective action, not a sign of weakness.
- Encourage empathy—students should know how to help friends who feel unsafe too.

Enable

- Provide illustrated helper cards showing who to ask in different travel settings.
- Model help-seeking sentences for students to repeat or practise.
- Use maps or visual diagrams for students who prefer non-verbal responses.

Extend

- Students create a *Safe Journey Plan* showing key safe stops and helpers along their route to school.
- Write a short story showing how a student was courageous and asked for help during travel.

LESSON PLAN

Lesson 2: My Safety Team



USEFUL LINKS

- [Kids Helpline: Asking for Help](#)
- [Kids Helpline: Your right to safety](#)
- [Transport Victoria: Tips for Safe Travel on Public Transport](#)
- [National Office for Child Safety - My body safety rules](#)
- [National Office for Child safety - My Safety Team](#)
- [Childsafety - My-safe-way-community-map](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #6 – Help Seeking

- Activity #1: I wonder if I need help with this?
- Activity #2: Thinking about trust and courage.
- Activity # 3: Help-seeking, who to turn to
- Activity #4: Rehearsing help-seeking situations.



ASSESSMENT

- Observation of discussion and role-play participation.
- Completed My Safety Team Map with travel-safe helpers and places.
- Reflection sheet describing who students could ask for help and what they would say.



LEARNING CONTINUUM

Focus: Identifying trusted adults and safe places when travelling; practising help-seeking behaviours; understanding shared responsibility for keeping self and others safe during everyday journeys.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore who can help them when walking, riding or travelling in their community. They learn that asking for help is a protective behaviour that supports their safety and wellbeing. They also learn to identify safe places in their local environment and practise using clear communication to seek help. Students build an understanding that knowing their Safety Team supports independent and safer travel choices, and that everyone has the right to feel safe.	Students identify a few familiar safety helpers with support (e.g., teacher, shopkeeper, crossing supervisor). They recognise simple situations where help may be needed. With prompting, they state something they could tell a trusted adult. They locate one or two safe places when guided and attempt simple help-seeking language during practice.	Students identify a range of trusted adults in different travel situations and match appropriate helpers to scenarios. They use simple, clear statements to describe the help they need. They identify multiple safe places on a map and begin to recognise that asking for help protects both themselves and others.	Students confidently identify diverse trusted adults, and justify their choices in different travel situations. They independently use clear, specific and respectful help-seeking statements that give key details. They map a range of safe places and demonstrate an understanding of shared responsibility for keeping themselves and others safe in the community.

LESSON PLAN

Lesson 2: My Safety Team

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of help-seeking	1. Identify who is on their Safety Team when travelling.	1.0 Gives no response or names someone unrelated to help-seeking.	1.1 Names one familiar helper when prompted.	1.2 Identifies helpers that match a given travel scenario.	1.3 Selects helpers and explains how each person supports safety.
Understanding of help-seeking communication	2. Describe what they could say when asking for help while travelling.	2.0 Gives no response or unrelated statement.	2.1 Gives a short statement with teacher prompting.	2.2 States a problem and request using familiar sentence starters.	2.3 States a problem, request and key detail that supports a helper's understanding.
Understanding of safe places in the community	3. Identify where they could find trusted adults in their local travel environment	3.0 Gives no response or identifies an unsafe place.	3.1 Names one place where a helper may be found.	3.2 Locates multiple safe places on the map.	3.3 Identifies safe places and explains why each location is helpful for different travel problems.
Personal and social capability	4. Suggest an action that supports safe travel for themselves or others.	4.0 Provides no action or unclear action.	4.1 Suggests a simple action with prompting.	4.2 Suggests a clear action they could take independently.	4.3 Suggests an action that includes others and explains how it supports safety.

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Set the Scene – The Journey Begins

Display the Trusted Adults and Community Helpers photos (supplied) around the room – representing everyday travel helpers (e.g., crossing supervisors, bus drivers, shopkeepers, station staff, parents, teachers, PSOs, police, neighbours).

Tell students: *Today, we're going on a pretend journey to school. As we travel, unexpected things might happen... and you'll need to decide who you could turn to for help.*

The Journey Game – Travel Twists

Explain: When we're walking, riding or using public transport, things don't always go to plan. Being prepared with a 'Safety Team' means we know who to turn to, what to say and where to go if something doesn't feel safe.

Read out 3-4 short "travel twist" scenarios, one at a time:

- Your friend's shoelace gets caught in their bike chain and they can't move their bike.
- Your friend feels sick on the bus.
- You notice a car slowly driving beside you while you're walking with your scooter.
- Your sibling runs ahead of you and disappears around the corner, and you can't see them anymore.

LESSON PLAN

Lesson 2: My Safety Team

After each scenario, **ask**:

- Who could help in this situation?
- Where would you find that person?
- What might you say to them?

Encourage students to either point to one of the images around the room when they answer or move to be near it.

Introduce the Concept of a "Safety Team"

Explain: All the people named or identified around the room, like the bus driver, crossing supervisor, shopkeeper or police officer, can be part of your Safety Team. A Safety Team is a group of trusted adults you can go to if you feel unsure, lost or unsafe while travelling.

Ask: Are there any other potential 'Safety Team' members that aren't represented in the photos around the room?

List any additional 'safety team' members on the board.

Review the Trusted Adults and Community Helpers List (supplied) for additional ideas.

DIFFERENTIATION STRATEGIES

Enable

- Provide a picture-supported prompt card with sentence starters:
"I could ask the ___ for help."
"I would find them at ___."
"I would say: ___."
· Instead of asking students to move to a helper image immediately, give them two teacher-curated 'safe helper' options to choose from for each scenario

Extend

- Challenge students to identify two different Safety Team options for each scenario and explain which one they would choose first and why.
- Invite students to add a new, realistic safety helper not shown in the photos and justify how that person could help.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Introduce the Idea of **Help-Seeking Courage**

Explain: Sometimes problems that arise when we are travelling can be handled on our own, and other times we need help – and that's okay. Knowing when to ask for help is a smart skill, especially if something is unsafe or keeps worrying us. Asking for help can take courage, but the more we talk about it, plan for it and practise it, the easier asking for help becomes.

Sometimes people feel nervous, shy or embarrassed to ask for help – especially when travelling in public places. But needing help is normal and asking for support is a strong and brave action. You have the right to feel safe in your community, on public transport and on the way to and from school.

Emphasise that as students learn more about their own safety, practise recognising early warning signs and deepen their understanding of what feels safe or unsafe, their Safety Team will naturally evolve. Some adults they originally selected may no longer feel like the safest or most appropriate choices, while new trusted adults may be added.

Reinforce that students' Safety Teams are not fixed. They are meant to change as students build confidence, reflect on real-life situations and gain a clearer picture of who they trust and why.

LESSON PLAN

Lesson 2: My Safety Team

Key messages to emphasise:

- Seeking help early prevents situations from becoming more unsafe.
- Asking for help protects you AND others.
- We all have different support needs — and that's okay.
- It's brave to ask for help, and it also helps our safety team do their job of keeping us safe.

Modelled Learning – How to Ask for Help.

Tell students: *Your Safety Team is like a travel safety toolkit but it only works if you use it. Knowing where to look and what to say helps us feel confident and prepared.*

Write a simple 3-step script on the board:

How to Ask for Help when travelling

1. Find a trusted adult nearby
2. Use a clear, calm, respectful voice
3. Say what's wrong and what you need. For example:
 - "I'm lost and need help getting to..."
 - "My friend feels sick and we need help."
 - "I feel unsafe and I'm not sure what to do."

Teacher Modelling Example 1

Scenario: You got off the bus at the wrong stop and feel lost.

Model:

- **Finding:** an older student from your school or a shop assistant in a shop.
- **Using:** a clear, calm, respectful voice.
- **Saying:** "Excuse me, I'm on my way to school and I got off at the wrong stop. I'm not sure how to get to my school from here. Can you please help me?"

Discuss as a class: What made that safe and effective? Emphasise:

- Polite and clear.
- Shared the problem.
- Asked for help directly.

Student Assisted Example 2

Scenario: Your friend feels sick on the bus.

Invite a student volunteer to model.

- **Finding:** an adult on the bus or approaching the bus driver.
- **Using:** a clear, calm, respectful voice.
- **Saying:** Prompt with sentence starters if needed: "My friend is feeling really sick..." "We need help please..."

Explain that sometimes a trusted adult is not nearby. It's important know who we can call or contact if we feel unsafe, stranded, or worried when travelling in our community.

Display and **discuss** the *Feeling worried – You can talk to us (Kids Helpline)* posters supplied.

LESSON PLAN

Lesson 2: My Safety Team

Discuss the following [Help-Seeking Support Services](#) information:

Service	Why You Might Contact Them	Phone / How to Use
000 Emergency Services	If someone is in immediate danger, an emergency or unsafe situation is happening now	000
Kids Helpline	If you feel unsafe, worried, scared, confused, or need to talk to a trusted counsellor	1800 55 1800 (24/7), webchat available
Parent / Carer / Trusted Family Contact	If you are lost, need pick-up help, plans change, or you feel unsure while travelling	Students should save number in phone or written in bag
Transport Victoria (PTV) Assistance Line (for older students or teacher reference)	Travel help, route support if stranded, information if lost on transport	1800 800 007
Local School Contact / Office	If you need help getting to school or getting home safely	Add school phone number

Reinforce that these services are here for all children, no matter your background, culture, language, gender or ability. Everyone has the right to feel and be safe.

DIFFERENTIATION STRATEGIES

Enable

- Provide a 3-step "Ask for Help Script Card" with fill-in-the-blanks:
"I feel..."
"I need help with..."
"Can you please...?"
- Students rehearse using the script with the teacher or a partner.

Extend

- Students identify a possible barrier to help-seeking (e.g., adult busy, language difference, phone needed) and suggest a plan B strategy.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Travel Help-Seeking Role-Plays

Students work in small groups.

Provide one travel-based scenario from the following list, to each group:

1. You are walking or riding and notice someone following you or watching you in a way that feels uncomfortable.
2. Your bike chain or tyre breaks while riding.
3. A friend pressures you to cross the road when it isn't safe.
4. You are walking home and your usual safe route is blocked.
5. A dog with no owner is barking at you from the other side of the road.
6. You become separated from your walking or riding group and can't find them.
7. Your phone battery dies during your walk or ride and you can't contact anyone.

LESSON PLAN

Lesson 2: My Safety Team

8. You see something unsafe while walking, riding or on public transport (e.g., broken glass, a person hurt, someone crying).
9. It starts getting dark while you are still walking or riding and someone you don't recognise starts walking towards you.
10. You're meeting a parent or carer after school but they're late.
11. You miss your bus stop and end up somewhere unfamiliar.
12. Someone on the bus or train is acting in a way that makes you uncomfortable.

Each group discusses:

- Who could help in this situation?
- What could you say or do?

Groups act out their role-play using assertive communication.

Debrief as a class and ask:

- Which helpers showed up most often?
- Were there any new safety team members we hadn't thought of before?

DIFFERENTIATION STRATEGIES

Enable

- Strategically place students needing support in a teacher-led or mixed-ability group, allowing extra modelling, rehearsal time and reassurance before performing.

Extend

- Groups perform their scenario with two endings:
- Help-seeking success
- A challenge or obstacle that requires a new safety team member or different strategy.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

My Safety Team Map (Local Area Mapping Task)

What you will need:

- A printed Google Map image of the local area around the school (teacher to provide)
- Coloured pencils/markers and sticky notes.

Instructions:

Explain that just like explorers need a map to travel safely, we can use a community map to spot safe places and safe people.

Distribute local area map.

Ask students to label or mark places where they could find a member of their Safety Team, such as:

- School office or teacher
- Crossing supervisor
- Shops or café with familiar adults
- Train or bus station staff / PSOs
- Sports club or community centre
- Neighbour or family friend's house

Students add symbols, labels or drawings to their map.

LESSON PLAN

Lesson 2: My Safety Team

Pair Share – Tell the Story of Your Map

- One place they would go for help and why.
- One trusted adult they have included on their map.

Explain that knowing where to find your Safety Team helps you get help quickly if something doesn't feel right when travelling.

DIFFERENTIATION STRATEGIES

Enable

- Provide stickers or pre-made icons of safety helpers (crossing supervisor, shop, police station, school office) that students place on their map rather than writing or drawing from scratch.
- Allow students to work with a peer to identify 3–4 key safe places together before completing their individual map.

Extend

- Students add a "safe detour route" on their map showing where they would go if their normal path was blocked, unsafe, or plans changed.
- Students add alternative safe options for different student needs, explaining how their map supports inclusiveness.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Play *My Safety Team Snap* – A fun, high-energy call-and-response game.

Instructions:

1. **Gather** students in a circle.
2. Call out different travel settings one at a time:
"At the bus stop!"
"On the train!"
"Walking home!"
"At the shops!"
3. **Nominate** different students to call out one person who could help them in that place (e.g. "Bus driver!" "Shopkeeper!" "Crossing supervisor!").

Summarise: *You already know so many people who help keep you safe when you're travelling. Today we've looked more closely at who's on your Safety Team, where to find them and what to say if something goes wrong or we feel unsure.*

Emphasise – Your Safety Team is like a travel safety toolkit but it only works if you use it.

DIFFERENTIATION STRATEGIES

Enable

- Allow the student to whisper their answer to a buddy or teacher before calling out to the group.

Extend

- When students call out a helper/safe team member, students also add a "because..." explanation in 5–7 words (e.g., "Shopkeeper nearby who can call my parents or carer").



LESSON PLAN

Lesson 3: Public Places and Private Boundaries

LESSON SUMMARY

In this lesson, students explore their right to personal space and bodily boundaries while travelling in their community. They learn to recognise when someone is too close, touching them without permission, or making them feel unsafe, and practise assertive strategies to protect themselves.

Students also learn to respect others' boundaries while walking, riding, or using public transport. Through scenario role-plays, mapping exercises, and applying strategies for keeping a safe space, they develop practical strategies to stay safe, build confidence and be respectful in shared community spaces.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

3 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

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.

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.

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

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

CAPABILITIES

Personal and Social Capability

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.

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

- Students can recognise when their personal space or body boundaries are being respected or invaded.
- Students understand what protective behaviours are and can identify actions to keep themselves safe in community spaces.
- Students have experience travelling in their local community (walking, cycling, car trips, bus, tram, or train) and can relate to shared spaces where boundaries might be challenged.

VOCABULARY

Personal boundary: The space around your body that you control; your right to decide who can touch or get close to you.

Assertive communication: Speaking clearly, calmly, and confidently to protect your space or set limits with others.

Trusted adult: A person who listens, believes, and helps when your boundary is challenged or you feel unsafe.

Safe place: A location you can go to if your boundary is invaded, or you need help (e.g., school office, local shop, library, station).

Protective behaviours: Actions you take to keep your body and space safe, such as moving away, saying "no," or seeking help.

Help-seeking: Recognising when you need support and using safe strategies to get it.

3S Rule: A problem-solving tool to stay safe: 1. Sense, 2. Shift, 3. Seek Support.



MATERIALS REQUIRED

- Whiteboard and markers
- Coloured pencils or markers
- Hoops for personal boundaries and bubble space
- [Boundary Detective Scenario Cards](#)
- [The 3S Rule for Safe, Shared Spaces Poster](#)
- [My Body Safety Rules Poster](#)

LEARNING OBJECTIVE

Students will learn to recognise, protect and assert their personal boundaries while travelling in the community. They will practise assertive communication and use the 3S Rule to make safe decisions in realistic walking, riding and public transport situations.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

SUCCESS CRITERIA

- I can identify at least three ways to protect my personal boundaries while travelling.
- I can name at least three trusted people or safe places I can go to if someone invades my space or makes me feel unsafe.
- I can use assertive and respectful words or actions to protect my body and respect the boundaries of others.
- I can apply the 3S Rule to make safe decisions in different travel scenarios.

TEACHING CONSIDERATIONS

- Keep scenarios realistic and relevant to both metro and regional students' travel experiences.
- Be sensitive to students who may have experienced boundary violations or have limited access to trusted adults.
- Reinforce that asserting boundaries and asking for help is brave and protective, not rude or weak.
- Encourage empathy and respect. Students should know how to support peers in protecting their boundaries too.

Enable

- Provide illustrated boundary/bubble cards showing personal space and assertive phrases for different travel settings.
- Model and rehearse assertive communication sentences for students to practice.
- Use maps, diagrams, or comic templates for students who prefer visual or non-verbal responses.

Extend

- Students can create a Personal Boundaries Map or Comic showing key safe places, trusted adults, and strategies for protecting their space.
- Write a short scenario story demonstrating courageously asserting boundaries and seeking help during travel.
- Include strategies for respecting others' boundaries, showing understanding of shared space in the community.



USEFUL LINKS

[Kids Helpline: Your right to safety](#)

[Kids helpline - Your body staying safe](#)

[Transport Victoria: Tips for Safe Travel on Public Transport](#)

[National Office for Child Safety - body safety cards](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #1 – Emotional Literacy

Activity #1: What do emotions look like?

Activity #2: Recognising positive, negative and 'mixed' emotions

Topic #4: Problem Solving

Activity #2: Exploring what works.

Activity #3: Problem solving panel.

Topic 6: Help-Seeking

Activity #1: "I wonder if I need help with this?"

Activity #2: "Thinking about trust and courage."

Activity #5: "Communicating clearly."

LESSON PLAN

Lesson 3: Public Places and Private Boundaries



ASSESSMENT

- Observation of student participation in the Boundary Bubble Walk and their ability to recognise when personal space is invaded.
- Noting how students apply the 3S Model (Sense–Shift–Seek Support) during Guided Practice and role-play activities.
- Student responses and explanations during Boundary Detective scenarios, including spoken or acted-out solutions.
- Collection of One Word, One Sentence reflections demonstrating understanding of personal boundaries and safe shared-space behaviours.



LEARNING CONTINUUM

Focus: Understanding, recognising and responding to personal space challenges in public places; applying the 3S Model (Sense–Shift–Seek Support) to keep self and others safe in shared community spaces; respecting boundaries when walking, riding and using public transport.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how personal boundaries keep people safe in shared community spaces such as footpaths, buses and bike paths. They learn to notice their own safety signals, recognise when space is being invaded, and understand that everyone has a right to feel safe.	Students identify simple cues that show when personal space feels uncomfortable (e.g., someone standing too close). Students describe several situations where personal space may be challenged while travelling (e.g., crowded bus, someone brushing past on a path).	They apply the 3S Model with guidance, explaining how Sense and Shift help them stay safe, and begin using simple respectful phrases to protect space.	Students confidently explain how the 3S Model helps maintain safety and respect for everyone in shared spaces. They apply the steps independently during role-plays, adjust their behaviour to avoid invading others' space, and promote safe, fair and inclusive movement in busy environments.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding personal boundaries	1. Identify when personal space is being invaded.	1.0 Gives no indication that they notice changes in personal space.	1.1 Names a basic feeling or cue when prompted (e.g., uncomfortable).	1.2 Describes a physical or emotional cue using a familiar example (e.g., "tight shoulders, when someone is close").	1.3 Explains and links cues to safety awareness or the Safety Radar concept.
Applying the 3S Model – SENSE	2. Notice their body signals and the situation.	2.0 No response or irrelevant description.	2.1 Identifies one simple body signal when prompted.	2.2 Describes body signals and names what is happening in the space.	2.3 Explains how reading body signals helps them understand safety in the situation.
Applying the 3S Model – SHIFT	3. Suggest a safe movement or adjustment to create space.	3.0 No suggestion or unclear action.	3.1 Suggests one basic movement when prompted (e.g., "move away").	3.2 Describes a specific movement that fits the scenario (e.g., "step aside on the path").	3.3 Explains how the movement increases safety for themselves or others.
Applying the 3S Model – SEEK SUPPORT	4. Identify who they can go to for help.	4.0 No safe person identified.	4.1 Names one familiar helper when prompted.	4.2 Describes an appropriate helper for the scenario (e.g., bus driver, teacher, shop worker).	4.3 Explains why the chosen helper is safe or appropriate.
Respecting other people's boundaries	5. Identify when they may be invading someone else's space.	5.0 No response or does not recognise others' boundaries.	5.1 Gives a basic example with prompting.	5.2 Describes signals or moments that show someone else needs space.	5.3 Explains how adjusting their own behaviour maintains shared-space safety.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Introduce the Boundary Bubble Walk.

Set up a safe, open space in the classroom or outside.

Give each student a hula hoop to represent their personal space bubble.

Students walk (or wheel, if using mobility devices) around the space holding their hoop around them, aiming to keep their bubble clear of others.

Teacher adds challenges by:

- Stepping too close to their 'bubbles' or gently touching their hoop
- Accidentally "bumping" into hoops to simulate space being invaded

Pause activity and ask students how it felt when their bubble was broken.

Link to Lesson #1 My Safety Radar:

Ask:

- "Did anyone's safety radar 'ping' when someone got too close?"
- "What signals did your body send you?"

Discuss briefly:

- "How did it feel when someone invaded your space?"
- "What could you do to protect your bubble when travelling?"

DIFFERENTIATION STRATEGIES

Enable

- Provide additional visual cues on the ground (chalk circles, cones) to reinforce bubble boundaries.

Extend

- Invite students to observe classmates' bubble management and identify moments where safety radar could have been activated, then report strategies for improvement.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Write on the board: *The 3S Rule = Sense – Shift – Seek support*

Share the 3S Rule for Safe, Shared Spaces Poster.

Explain: *Today, we're going to learn a helpful tool called the 3S Rule. It helps us stay safe and respectful when someone gets too close to our personal space, or when we realise we've moved too close to someone else. You can use it when walking, riding, on public transport, or in any shared community space.*

Discuss:

1. S = SENSE – What's happening? How do I feel?

Notice your body, the space around you, and how others might be feeling.

Examples:

- Someone on the bus leans too close and you feel uncomfortable (tight chest, tense hands).
- You realise you stepped too close to someone in the supermarket line — they look uncomfortable or upset.

Reinforce: Take a breath. Notice the situation and your feelings.

2. S = SHIFT – Make a small movement or change

Choose to act to create space.

Examples:

- Move aside on the bike path or footpath.
- Swap seats on the bus.
- Let the other person go ahead.
- Step back and say, "You go ahead".

Reinforce: Shift your body or position first. Safe space and distance is important.

3. S = SEEK SUPPORT – If the space between you doesn't improve, get help!

If you still feel uncomfortable or unsafe, go to a safe person or place.

Examples:

- Find a teacher, bus driver, or shop worker.
- Stay with a friend or trusted peer.
- Contact someone from your Safety Team.

Summarise: *We can use the 3S Rule anytime we feel uncomfortable or unsafe, or notice that someone else's space is being invaded. It's not about being rude — it's about protecting our own boundaries and respecting other people's space.*

DIFFERENTIATION STRATEGIES

Enable

- Model the 3S rule more slowly, narrating thought processes clearly for students who may need more time to process and reflect on the steps involved.

Extend

- Ask students to think of multiple "Shift" options and evaluate which is safest, most respectful or most effective.
- Apply the 3S Rule to more complex shared settings such as festivals, shopping centres, busy sports games, or crowded trains.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain: Now we're going to be Boundary Detectives. Your job is to spot situations where personal space might be challenged when travelling, and practise using the **3S Rule** to stay safe. We'll also think about how to respect other people's boundaries.

Model using this scenario:

Scenario: "Someone is walking too close to you on the footpath and keeps brushing your backpack."

Model:

- **Sense:** "I notice I feel uncomfortable. My shoulders feel tight. They are very close."
- **Shift:** Move slightly aside or slow down to create space.
- **Seek support:** "If it kept happening, I could go towards a busier area or near a safe adult, like a shopkeeper or a parent on duty."

Demonstrate the physical movement of Shift and position change.

Students work in pairs with Boundary Detective Scenario Cards.

Each pair:

1. Identifies where in the community the scenario could occur.
2. Applies the **3S Rule** with words or actions.
3. Practices short, respectful phrases if needed.

Rotate scenarios to cover walking, riding and shared spaces.

Encourage students to create new scenarios to add to the activity.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters for assertive communication:
"Please give me some space."
"I need my bubble here, thank you."
"Can you step back a little?"

Extend

- Students design a "no helper available" plan (e.g., safer route, buddy system).
- Include peer-respect reflection: "How would you notice if you were invading someone else's space and adjust?"

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Shared spaces - role plays.

Explain: Now we're going to role-play sharing space safely in different community settings. We'll practise walking past each other, overtaking safely on bikes and respecting boundaries on buses. Remember, the goal is to keep yourself and others safe and to be aware of personal boundaries. Let's try our first scenario!

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

1. Walking – Swapping Sides

Instructions -

- **Half the class** stands on one side of the room/outdoor space, the other half faces them on the opposite side.
- **When the teacher calls "Go!"** both groups walk towards each other and must cross to the opposite side.
- **The challenge:** move past each other while keeping a safe, respectful distance - not bumping, not crowding, but also not exaggerating.
- **Reflection question:** "How did you know where to move to give others space? How did you feel when someone respected or didn't respect your space?"

Discuss the importance of being aware of others coming towards you on paths and keeping to the left to allow room to pass safely.

Reinforce: keep left on paths when possible.

2. Bike Riding – Overtaking Safely

Instructions -

- **Class forms** two lines side by side, walking in the same direction pretending to ride bikes.
- **Students are paired up** - one in front, one behind.
- **When the teacher calls "Overtake!"** the student behind must either:
 1. Pretend to ring their bell ("ding ding") OR
 2. Call out "Passing!", but they must do it early enough so the rider in front is made aware of your intention well before you get close.

Reflection question: "Why is giving early warning safer than waiting until you're right behind someone?"

3. Bus – Respecting Seats

Instructions -

- **Chairs** are set up in rows like a bus.
- **Some students** sit down first, leaving gaps beside them.
- **Other students** act as new passengers. Instead of squeezing in, they must politely ask: "Can I sit here please?" or "Is this seat free?"

Class discusses why asking before sitting shows respect for personal space and helps everyone feel comfortable.

DIFFERENTIATION STRATEGIES

Enable

- Mark clear paths or footprints on the floor to guide safe movement.
- Reduce group size for students needing support so there's more space and less pressure.
- Pair students so those less confident can practice with a supportive partner.
- Provide role-play scripts or cue cards with polite phrases.

Extend

- Challenge students to navigate paths with obstacles or different walking speeds, adjusting their space and reactions dynamically.
- Add multiple 'bike' pairs in the same space, requiring students to manage overtaking multiple riders safely.
- Add complex social scenarios: e.g., only one seat left and multiple students need it. Ask students to negotiate respectfully and reflect on fairness and boundaries.

LESSON PLAN

Lesson 3: Public Places and Private Boundaries

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

One Word, One Sentence

Instructions:

1. **Students** write **one word** on a Post-it note that describes how they feel after today's lesson about personal boundaries and respect in shared spaces.
2. **Then** write **one sentence** about something they learned or a way they can protect their personal boundaries when travelling in the community.

Example:

- One Word: Safe
- One Sentence: I will step back and ask for space if someone gets too close on the footpath.

Allow students time to share their understandings and feelings.

Collect each student Post-it notes at the end of the lesson.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to draw a quick picture instead of writing a sentence if expressing in words is difficult.

Extend

- Ask students to write two sentences: one about how they protected their own boundaries, and one about respecting someone else's boundaries.



LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

LESSON SUMMARY

In this lesson, students explore the importance of using their voice and making safe choices when something feels unsafe for themselves or others in different travel situations. They will learn that speaking up, moving away, resisting peer pressure and telling a trusted adult are protective choices that help everyone stay safe.

Students practise using confident, respectful and assertive communication to:

- Speak up when feeling unsafe or pressured, including when peers encourage unsafe actions.
- Support a friend or peer who feels unsafe or is experiencing peer pressure.
- Recognise when it's safest to move away and tell someone in their Safety Team.

Students will link these ideas to real-life travel contexts such as when walking, riding and travelling on public transport, in both regional and/or metropolitan environments.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

4 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

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 the effect that different personal and social contexts have on emotional responses and behaviours. Students explain a range of ways to support themselves and others in personal and social contexts.

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.

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.

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

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

CAPABILITIES

Personal and Social Capability

VC2CP6S02 When and how to use a range of peer support, self-regulation and other productive coping strategies.

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.

VC2CP6O03 The characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt.



PRIOR KNOWLEDGE

- Understand what safe vs unsafe (and unsure) feelings might look, sound or feel like when travelling.
- Know about the concept of a Safety Team and be able to name trusted adults and safe places to seek help when travelling.
- Have a basic understanding of protective behaviours, including that they have the right to feel safe at all times.

VOCABULARY

Assertive voice: A clear, calm, respectful way of saying what you need.

Peer Pressure: Feeling pushed or influenced to do something unsafe or uncomfortable.

Move away and tell: A protective behaviour: leave the unsafe situation and find a trusted adult.

Upstander: A person who speaks up or takes action to help someone who feels unsafe.

Body Boundaries: Personal space and physical limits that keep our body and feelings safe.

Respectful Behaviour: Treating others safely and kindly; giving space and asking permission

MATERIALS REQUIRED

- Whiteboard and markers
- Butcher's paper for posters
- [What would you do? What could you say?](#) Picture Cards
- [What would you do? What could you say?](#) Dilemmas and Suggestions (reference sheet)
- [No-Yell-Go-Tell - Kids Helpline](#) Poster
- [Stand Up, Speak Up](#) song lyrics handout
- Video/song: [Stand Up, Speak Up Song - SDO](#)



LEARNING OBJECTIVE

Students will identify when and how to speak up for themselves or others in unsafe travel situations, and practise using assertive, respectful communication to protect personal safety and boundaries.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

SUCCESS CRITERIA

- I can use my voice to speak up when they or someone else feels unsafe while walking, riding, or using public transport.
- I can describe when to move away and tell someone on their Safety Team.
- I can demonstrate respectful and assertive communication, including saying "stop" or "no" to peer pressure related to travel safety.
- I can identify safe and unsafe behaviours around roads, driveways, and shared travel spaces — and explain their decisions.
- I can support others by being an upstander (not a bystander) in travel situations.

TEACHING CONSIDERATIONS

- Keep examples realistic and age-appropriate for Year 5–6.
- Some students may have experienced unsafe travel moments; allow "pass" participation options.
- Reinforce that asking for help or speaking up is protective behaviour, not "dobbing".
- Use trauma-sensitive language; avoid focusing on fear. Emphasise empowerment, safety, and community responsibility.

Enable

- Provide visuals or prompt cards.
- Pre-teach or display key vocabulary.
- Allow students to role-play using scripts, not improvisation.
- Provide clear sentence stems for speaking up.
- Use smaller, teacher-supported groups for drama-based tasks.
- Provide movement alternatives for students who experience anxiety performing.

Extend

- Add complexity to scenarios (e.g., multiple bystanders, peer pressure, or mixed feelings).
- Ask students to improvise responses using respectful language without scripts or prompts.
- Incorporate reflection tasks where students analyse the effectiveness of different speaking-up strategies.
- Challenge students to create an additional scenario that teaches others how to speak up safely.



USEFUL LINKS

[Road Safety Education Vic – Lesson Plan – Peer Influences and Developing Assertive Behaviour](#)
[Kids Helpline: Your right to safety](#)
[Kids helpline - Asking for help](#)
[National Office for Child Safety - My Superhero Voice – multiple languages](#)
[Tom Curtain feat. Sara Storer - Speak Up](#)
[Napcan poster - Children-have-the-right-to-speak](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic 6: Help-Seeking

Activity #1: "I wonder if I need help with this?"
Activity #2: "Thinking about trust and courage."
Activity #4: "Rehearsing help-seeking conversations."
Activity #5: "Communicating clearly."

Topic 8: Positive Gender Relationships

Activity #5: Upstanders – providing peer support in response to gender-based violence.
Activity #6: Help-seeking in response to gender-based violence.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters



ASSESSMENT

- Observation of student engagement in Speak Up Corners and Upstander Challenge.
- Completed "My Voice Map" poster showing understanding of help-seeking, speaking up, and respectful travel behaviour.
- Reflection statements demonstrating ability to recognise unsafe situations and appropriate responses.



LEARNING CONTINUUM

Focus: Using voice and protective behaviours to stay safe when travelling; understanding upstander actions; practising assertive, respectful communication, including telling a trusted adult.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students learn that speaking up is a protective behaviour that helps them keep themselves and others safe. They explore what an upstander does, recognise feelings and body signals that show when something is not okay, and practise using clear, calm and kind communication in simple travel situations.	Students identify basic situations where they might need to use their voice. They name simple speaking-up actions with support (e.g., "tell someone," "say stop"). They recognise when something feels unsafe but rely on prompting to express what they could say or do. They show early awareness of upstander behaviour.	Students describe how speaking up protects themselves and others in a range of travel situations. They explain what an upstander does and use parts of assertive communication (Clear / Calm / Kind). They begin to connect feelings, body signals and choices, showing increasing confidence in stating what they would say or do.	Students confidently explain why speaking up matters for personal and community safety. They apply the three speaking-up rules (Be Clear, Be Calm, Be Kind) independently in travel scenarios. They justify upstander actions, recognise multi-layered impacts on others, and propose actions that promote fairness, inclusion and safety during shared travel.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding speaking up is a protective behaviour	1. Identify why using their voice keeps them safe.	1.0 Gives no response or unrelated idea.	1.0 Names one way speaking up helps (e.g., "keep safe").	1.2 Describes how speaking up protects themselves or others in a specific travel situation.	1.3 Explains and connects speaking up to broader safety concepts (e.g., preventing harm, setting boundaries, supporting others).
Understanding upstander behaviour	2. Describe what an upstander does in a travel situation.	2.0 Gives no response or irrelevant description.	2.1 States one action an upstander takes (e.g., "help someone").	2.2 Describes an upstander action using a familiar example from the lesson.	2.3 Explains how an upstander action influences others or improves safety in the community.
Understanding assertive communication	3. Use assertive speaking-up strategies (Be Clear / Be Calm / Be Kind)	3.0 Gives no strategy or gives an aggressive/ unsafe response.	3.1 Identifies one assertive element (Clear OR Calm OR Kind).	3.2 Uses two assertive elements when describing what they would say in a travel dilemma.	3.3 Uses all three assertive elements and explains why they support safer communication.
Personal and social capability	4. Suggest actions they can take to be an upstander when travelling.	4.0 Gives no suggestion or unclear response.	4.1 Suggests one basic action (e.g., "tell someone").	4.2 Suggests one realistic and safe upstander action in a travel situation.	4.3 Proposes an action and explains how it supports others or improves community safety.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Explain: Every day, when we move through our community, either walking to school, catching the bus or hanging out with friends, things can happen that make us feel unsure, unsafe or pressured.

Did you know that using your **voice** is one of the strongest ways to keep yourself and others safe?

When you speak up clearly and confidently, you can:

- Protect yourself,
- Help a friend who might be in danger, and
- Show others that certain behaviours aren't okay.

That's what being an **Upstander** is all about.

An **Upstander** is someone who takes safe, positive action when something feels wrong. They speak up, move away, or tell a trusted adult.

Play video/songs: [Stand Up, Speak Up Song - SDO](#)

Share Stand Up, Speak Up song lyrics with students so they can follow along and/or sing along.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with a small visual card summarising the three key ideas: Protect yourself, Help others, Use your voice.
- Give students one simple question to listen for during the song (e.g., "What's an example in the song when they say to speak up?").

Extend

- Ask students to identify one lyric that shows "upstanding" behaviour and explain why it matters.
- Invite students to think of a real-life example (from news or school life) that illustrates an upstander.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: This song reminds us that when something feels wrong or unsafe, using your voice is one of the strongest ways to protect yourself and others. It encourages each of us to be brave, step out of the "shade," and speak up instead of staying silent.

The message is simple:

- **Stand up** when someone needs help.
- **Speak up** when something doesn't feel right.
- **Shine your light** by using your words and actions to make positive change.

It also shows that being an **upstander**, that is someone who chooses to help, support or say something, can make the world fairer and safer. Even small actions can make a big difference.

Your voice is powerful, and today we'll be learning how to use it safely, confidently and respectfully.

The Power of Voice - Using Your Voice Safely and Respectfully

Discuss the **3 Golden Rules of Speaking Up:**

1. **Be Clear:** Say what's happening and what you need.
2. **Be Calm:** Use a strong but respectful tone.
3. **Be Kind:** Protect your own and others' safety without hurting feelings or escalating.

Give 2 contrasting modelled examples.

Example 1 – Unsafe Peer Pressure

- **Situation:** Your friend dares you to race your bike across a driveway when a car is reversing.
- **Model Response:** "I'm not doing that — it's not safe. Let's wait until the car's gone."

Example 2 – Speaking Up for Others

- **Situation:** Someone teases a student for wearing a helmet.
- **Model Response:** "That's not okay. Helmets keep us safe. Let's be kind."

Explain that these are assertive voices, not bossy ones.

Think–Pair–Share: Ask - What makes it hard to speak up sometimes?

Give students 20–30 seconds of silent thinking time.

Then say: Turn to a partner and share one idea about why speaking up can be tricky. Remember, you don't need to give a personal story - just talk about things people in general find difficult. (This takes the pressure off and keeps the conversation safe.)

Model a few examples:

- Sometimes speaking up is hard **because you're worried someone might get upset.**
- Sometimes it's hard **because you're not sure if what you're feeling is actually unsafe.**
- Sometimes it's hard **because you don't want to stand out or feel embarrassed.**

Highlight the thoughts, feelings, and body signals that come with each one. This links directly to protective behaviours.

Share the [No-Yell-Go-Tell - Kids Helpline Poster](#) (supplied).

Emphasise the power of using our voice if ever we feel scared, sad or worried.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

DIFFERENTIATION STRATEGIES

Enable

- Give students a mini visual checklist (Be Clear; Be Calm; Be Kind) to follow while listening to the modelled scenarios.
- Provide sentence stems for the Think–Pair–Share (e.g., "Speaking up is hard because...", "I feel nervous when...", "Sometimes I worry that...").

Extend

- Ask students: "What could make this situation even harder?" or "What might you do if your first idea didn't work?"
- Challenge students to rewrite the modelled responses using richer assertive language. For example, adding reasons, negotiating safely, or including a follow-up action.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Activity: What would you do? What could you say?

Spread out the *What would you do? What could you say?* Picture Cards on a table at the front of the classroom (picture facing up).

Invite one student at a time to come forward, select a picture card, and hold it up for the class to see.

Show the card to the class and pose the travel dilemma written on the back. For example:

- **Headphones:** You're walking to school listening to music and someone you don't know comes up behind you and taps you on the shoulder.
- **Crowded Bus:** The bus is crowded, and a peer is insisting you to let them take your seat.

Ask the class to **Think–Pair–Share** their ideas:

- *What would you do?*
- *What could you say?*

After pairs have shared their responses, invite a few students to share with the whole class.

Discuss examples of students showing protective behaviours, such as:

- Using a confident and respectful voice to speak up.
- Moving away from an unsafe or uncomfortable situation.
- Telling a trusted adult if they need help.

Use the *What would you do? What could you say? Dilemma and Suggestions* reference sheet to continue to model appropriate responses.

DIFFERENTIATION STRATEGIES

Enable

- Provide supported learners with two simple pre-prepared response options to choose from ("I would step away and tell someone" / "I would ask them to stop").

Extend

- After hearing the card, students create a more complex but realistic version of the same scenario (e.g., adding time pressure or peer influence) and explain how their response might need to change.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

4

LESSON PHASE: Independent Application



TIMING: 15 mins

My Voice Map

Students create a mini "My Voice Matters" poster or diagram showing:

- One travel situation where they might need to **use their voice**
- What they could **say**, and
- Who they could **tell** or **ask for help**.

Example prompts:

- A car reversing in a driveway.
- Someone too close to the yellow safety line at the train station.
- A friend wanting to cross against the light.
- A stranger asking questions at a bus stop.
- Friends riding recklessly through a car park.

Emphasise the following statement that groups must highlight on their poster – *"Safe Choices and Strong Voices."*

DIFFERENTIATION STRATEGIES

Enable

- Provide a sheet with three teacher modelled examples for students to reference.

Extend

- Challenge students to complete two different travel situations or extend one with alternative responses (Plan A / Plan B).

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Echo of Courage

Gather students in a circle.

Pass an object (ball, mic, baton). As each student passes it, they finish one of these sentences aloud or silently if preferred:

- "I can use my voice to..."
- "Speaking up helps because..."
- "Safe behaviour is respectful behaviour when..."

Emphasise: *You have a powerful voice to keep yourself and others safe. Remember: if it doesn't feel safe, move away and tell someone in your Safety Team. Respecting boundaries including our own and others', makes everyone feel safer when we travel together.*

Key Messages to Reinforce

- Speaking up is a protective action, not 'dobbing'.
- You can speak up for yourself and others.
- Respecting body boundaries and personal space keeps everyone safe.
- When unsure, move away and tell someone in your Safety Team.
- Your voice has power and it matters.

LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

DIFFERENTIATION STRATEGIES

Enable

- Allow students to respond silently with a card or thumbs indicator instead of verbalising. They can also pair-share instead of sharing with the whole class.

Extend

- Challenge students to share a short "Upstander Commitment" they will try this week (e.g., "I will speak up when someone is being left out on the bus.").



LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

LESSON SUMMARY

This lesson helps students build the confidence and skills needed to travel safely on public transport in both metro and regional communities. Students learn to recognise situations on buses, trains and trams that may feel unsafe, uncomfortable or pressured, and they explore how to respond in ways that protect their wellbeing and respect the needs of others around them.

Throughout the lesson, students develop their awareness of Early Warning Signs, practise making safe decisions under pressure and learn how to use their voice, move away or seek support when something doesn't feel right. They consider how respectful behaviour contributes to safer shared spaces, and how different travellers such as, younger children, older passengers or people with additional needs might experience public transport challenges differently.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

5 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

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

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

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.

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

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

CAPABILITIES

Personal and Social Capability

VC2CP6S02 When and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication.

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.

VC2CP6O03 The characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt.



PRIOR KNOWLEDGE

- Students know how to notice and describe their own feelings, including Early Warning Signs (e.g., nerves, worry, racing heart) when something feels unsafe.
- Students understand basic protective behaviours and know they have the right to feel safe when travelling in their community.
- Students have experience using or observing public transport (buses, trains or trams) and can describe common routines (boarding, tapping on/off, waiting at stops).
- Students know that respectful behaviour helps keep shared spaces calm, fair and safe for everyone.

VOCABULARY

Early Warning Signs: The body's signals - physical or emotional - that tell you something might be unsafe or uncomfortable.

Peer pressure: When friends or others try to influence your choices, even when the choice may be risky or unsafe.

P.A.T.H. to Safe Travel model: Steps to follow that help us stay safe when travelling on public transport, especially when situations feel unsafe, pressured or uncomfortable

Shared space: A place used by many people at once (e.g., stations, platforms, bus stops, inside a carriage).

Respectful behaviour: Words and actions that help everyone stay safe, calm and comfortable while travelling.

Anti-social behaviour: When someone acts in ways that bother, upset or harm others, or make people feel unsafe in the community.

Safety Team: A group of trusted adults who can help before, during or after travel if something goes wrong.

Safe response: A protective action such as speaking up, moving away, finding a safer spot, or getting help.

MATERIALS REQUIRED

- Whiteboard and markers
- [P.A.T.H to safe travel - Transport Victoria Poster](#)
- [Public Transport Problem #1 worksheet](#)
- [Public Transport Problem #2 worksheet](#)
- [Public Transport Problem #3 worksheet](#)
- [Public Transport Problem #4 worksheet](#)
- [Safety You Can See - PTV Information sheet](#)
- Videos: [Transport Victoria - Aware Wolf resources](#)
- Website links:
 - [Public transport safety - Victoria Police](#)
 - [Transport Victoria - Safety You Can See](#)
 - [Transport Victoria - Minecraft resources](#)
 - [Transport Victoria - Aware Wolf Quiz](#)

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions



LEARNING OBJECTIVE

Students will recognise unsafe, uncomfortable or pressured moments that can occur on public transport, apply protective behaviours tools to make safe choices and practise inclusive, respectful responses that support their own wellbeing and the wellbeing of others travelling with them.

SUCCESS CRITERIA

- I can describe at least three unsafe or pressured moments that might happen on a bus, train or tram.
- I can explain what I could do, say, and who I could tell in a public transport dilemma.
- I can apply the P.A.T.H. to safe travel model to work through a tricky travel situation.
- I can suggest solutions that are safe and respectful for all kinds of travellers, including those with different needs.

TEACHING CONSIDERATIONS

- Keep all scenarios realistic for Years 5–6 and suited to local metro or regional transport options.
- Be aware of students who may have had frightening or confusing experiences on public transport and allow alternative participation roles.
- Reinforce that students are never expected to manage unsafe stranger behaviour alone - the safe response is to move away and tell a trusted adult or transport staff.
- Encourage empathy. Students should consider how their choices affect others and how they can support peers who feel unsure or pressured.
- Reinforce that respectful behaviour in shared spaces keeps everyone safer and more comfortable.

Enable

- Provide visual cue cards showing "Use Your Voice," "Move Away," and "Tell Someone", to assist with decision-making.
- Offer sentence starters for speaking up (e.g., "I don't feel safe doing that," "Let's stand somewhere else").
- Provide emoji pictures to assist students to share their feeling responses.

Extend

- Write a mini-scenario showing a student using the P.A.T.H. to safe travel model to overcome peer pressure or respond to an unexpected challenge.
- Design an illustrated "Top Tips for Safe Public Transport" poster to teach younger students about being respectful travellers.
- Analyse a complex scenario involving multiple challenges (e.g., overcrowding + peer pressure + a missed stop) and propose a safe sequence of actions.



USEFUL LINKS

[Road Safety Education Vic - Safe Journeys Program](#)
[Transport Victoria: Tips for Safe Travel on Public Transport](#)
[Transport Victoria - School bus safety improvements and seatbelts](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #1 – Emotional Literacy

Activity #1: What do emotions look like?

Activity #2: Recognising positive, negative and 'mixed' emotions.

Activity #3: Intense emotions.

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

Topic #4 – Problem Solving

Activity #1: We have a problem, how can we deal with it?

Activity #2: Exploring what works.

Activity #3: Problem solving panel.

Topic #6 – Help Seeking

Activity 1: I wonder if I need help with this?

Activity 3: Help-seeking, who to turn to and who to thank

Activity 4: Rehearsing help-seeking conversations.

Activity 5: Communicating clearly.



ASSESSMENT

- Observation of group discussions and problem-solving using the P.A.T.H. to safe travel model.
- Student explanations about who is in their Public Transport Safety Team and how those helpers can support them in unsafe or uncomfortable moments.
- Responses and reasoning shared during group-share moments - especially how students justify their chosen safe action or peer-support action.
- Responses, scores and discussions relating to the Aware Wolf Quiz.



LEARNING CONTINUUM

Focus: Recognising unsafe or disrespectful travel situations; applying the P.A.T.H model to make safe choices; practising respectful behaviour on public transport; speaking up for self and others; identifying helpers who support safety and wellbeing.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how being safe on public transport involves awareness, respectful behaviour and taking responsibility for themselves and others. They learn to recognise unsafe, pressured or disrespectful situations; understand how protective behaviours help keep everyone safe; and practise speaking up, moving away or seeking help.	Students identify a few simple unsafe or disrespectful behaviours with support (e.g., pushing, dares, blocking doors). They show early awareness of the Aware Wolf safety message and can name one part of the motto when prompted. They begin to notice when they or others feel unsafe and can state a basic safe action such as moving away or telling someone.	Students describe several unsafe or pressured travel situations and explain why they are unsafe. They can apply parts of the P.A.T.H model to choose a safe action for themselves. They describe how respectful choices (e.g., giving space, including others) help keep others safe too. They recognise helpers such as bus drivers or station staff and explain how they support safety.	Students confidently explain how safe and respectful choices improve wellbeing for themselves, peers and the wider travel community. They independently apply all P.A.T.H steps to problem-solve travel dilemmas and justify their decisions. They demonstrate awareness of others' needs, act as upstanders when appropriate, and identify the best Safety Team member to approach in different situations.

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
1. Understanding of public transport safety awareness	1. Identify how the Aware Wolf motto supports safe travel.	1.0 Gives no response or shows no understanding of the motto.	1.1 Names one part of the motto when prompted (Listen Up, Look Around, Be Aware).	1.2 Describes how one part of the motto helps them stay aware (e.g., "Looking around helps me notice others").	1.3 Explains and links the motto to broader safe travel habits (e.g., noticing cues, preventing unsafe behaviour, supporting others).
2. Understanding of unsafe, disrespectful or pressured travel situations	2. Identify unsafe or disrespectful behaviours on and around public transport.	2.0 No response or irrelevant response.	2.1 Names one unsafe or disrespectful behaviour (e.g. pushing, dares).	2.2 Describes why a behaviour is unsafe or disrespectful.	2.3 Connects the behaviour to wider issues such as safety, inclusion, or wellbeing of others.
3. Applying the P.A.T.H Model	3. Use the P.A.T.H steps to make a safe choice.	3.0 Gives no usable P.A.T.H response.	3.1 States one step of P.A.T.H with prompting.	3.2 Uses two or more P.A.T.H steps to describe a safe action.	3.3 Applies all P.A.T.H steps and explains how the action improves safety for themselves or others.
4. Understanding and recognising the Public Transport Safety Team	4. Identify who can help in unsafe travel situations.	4.0 Gives no response or an unrelated helper.	4.1 Names one helper when prompted (e.g. bus driver, station staff, PSO).	4.2 Describes what 1-2 members of the Public Transport safety team can do in a simple situation.	4.3 Explains how different Public Transport safety team members support safety in different contexts.
5. Personal and social capability	5. Suggest an inclusive action they could take to support safe travel for all.	5.0 No suggestion or unclear action.	5.1 Gives one basic idea when prompted (e.g., "I could tell someone").	5.2 Describes a realistic action they could take (e.g., move away, speak up calmly).	5.3 Proposes an inclusive action and explains how it supports others (e.g., "I could help a friend find a staff member because...").

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Be a Travel Hero!

Explain: Today we're learning how to be a **Travel Hero**, just like Transport Victoria's Aware Wolf.

The Aware Wolf is a superhero with a mission to keep kids safe on and around public transport that includes buses, trains, trams, V/Line, and school buses.

Travel Heroes are aware of what's happening around them, they solve problems calmly, and they use the **P.A.T.H to safe travel model** to keep themselves and others safe.

Show the Transport Victoria Aware Wolf videos found on this page - [Transport Victoria - Aware Wolf resources](#)

Discuss the Aware Wolf motto: Listen Up, Look Around, Be Aware and how it relates to being a Travel Hero.

Emphasise that staying alert and being aware of what's happening around you is one of the most important habits for keeping yourself safe.

Brainstorm: What small problems can happen on and around public transport that make the journey less safe, less respectful, or less fun?

Record a list on the board. Examples include:

- Crowding or pushing
- Dares from friends
- Loud or distracting behaviour
- Someone standing too close
- A person looking upset or overwhelmed
- Missing the stop
- Blocking priority seats
- Ignoring safety signs
- Crossing tracks without listening or looking

Discuss three types of public transport dilemmas students may encounter when travelling

1. Peer Pressure: When friends or others try to influence your choices, even when the choice may be risky or unsafe.

Ask students to share any examples of possible peer pressure situations they may have seen or heard of happening on public transport.

2. Unexpected Situations: Moments when something happens that you didn't plan for or weren't expecting, and you have to decide what to do next.

Ask students to share any examples of unexpected situations they may have experienced or heard of happening regarding travelling on public transport.

3. Disrespectful or Unsafe Behaviour: Anything someone does that hurts, harms, frightens, or disrespects another person or property or makes a situation unsafe.

Ask students to share any examples of disrespectful or unsafe behaviour they may have seen, experienced or heard of happening on public transport.

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

Explain that respectful behaviour = safety on public transport. This includes:

- Respecting personal space.
- Letting others enter/exit before you.
- Including peers.
- Staying aware and calm
- Using a clear voice when something feels wrong

DIFFERENTIATION STRATEGIES

Enable

- Provide a visual chart of the Aware Wolf motto with symbols/icons for "Listen Up, Look Around, Be Aware."
- Give prompts like: "A problem that might happen on the bus is...", "Sometimes people might feel unsafe when..."

Extend

- Challenge students to invent a new 'Travel Hero' character with special powers for public transport safety.
- Invite students to research examples from their own suburb/city of public transport safety issues.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Ask: *Have you ever been on public transport and something just didn't feel quite right? Maybe a situation felt uncomfortable, confusing or a bit unsafe. That's when a simple tool can make a big difference. The **P.A.T.H to Safe Travel** model is a strategy you can use to guide your decisions and help keep you – and others – safe. It's there for those moments when you sense something isn't okay or when you notice someone else might need support.*

Display or share copies of [Your P.A.T.H. to Safe Travel Poster](#) with the class.

Discuss the following steps:

Allow students to ask any clarifying questions and share examples in pairs or small groups as appropriate.

P – Pause and Notice

This means stopping for a moment and paying attention to where you are, who is around you, and what's happening. Notice your feelings, your body's signals, and remove any distractions, just like the Aware Wolf who reminds us to listen up, look around and stay aware.

Share examples:

1. **On a tram**, you realise someone is standing very close behind you and it makes your stomach feel tight. Pause and notice: Do you feel unsafe, uncomfortable or unsure?
2. **At the bus stop**, your friend dares you to squeeze past others to get on first. Pause and notice: How do you feel about this? Who else is waiting and how might this affect them?
3. **Walking to school**, you hear shouting from across the road. Pause and notice: Is it angry, playful or something that might need adult help?
4. **At the station**, you realise you've been staring at your phone for a long time. Pause and notice: Is this stopping you from being aware of what's around you?

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

A – Assess Your Options

Assessing your options involves thinking about what you could do. Who can help you? What safe choices do you have?

Share examples:

1. Step back or move aside to give others space when people are getting on or off a bus.
2. Say something calm like, "Let's slow down and wait," if friends start pushing to board.
3. Choose a different seat or move to another carriage if the space around you doesn't feel comfortable or safe.
4. Stand closer to a bus driver, station staff, or a PSO officer if you feel uneasy.

T – Think Ahead

Think about what might happen if you chose each option. How will your choice affect both yourself and others? Which choice will keep you and others the safest?

Share examples:

1. If you step aside for someone boarding with a pram or mobility aid, will that help them safely enter? Could it cause confusion or block others?
2. If you decide to stand near the driver or station staff when you feel uneasy, will that help you feel safer? Could it also discourage unsafe behaviour nearby?
3. If you put your phone away and focus on your surroundings, will it help you notice hazards sooner? How might this help others travelling with you?
4. If you offer your seat to someone who needs it more, will it make their journey easier? Will you still feel safe and comfortable where you move to?

H – Head to Safety

Once you've sensed the problem and thought about your options, choose the safest one and act. This might mean staying where you are – such as at the back of the line, and waiting for your turn to board the train. It could also mean moving towards a safer person or place, seeking help from someone in your Safety Team, or moving to ensure you're respecting others' personal space and boundaries.

Share examples:

1. **Take a few steps back** if you notice people pushing or crowding near the edge of the platform.
2. **Move to a different seat or stand closer to a trusted friend** if someone's behaviour is making you feel uncomfortable.
3. **Support someone who looks worried or unsure**, like helping them find a staff member—while making sure you're staying safe too.
4. **Choose a clearer path through the station** if a group is blocking the walkway or acting in a disrespectful way.

Summarise: *Remember, we can use the **P.A.T.H. to Safe Travel** model anytime we feel unsafe, pressured, or uncomfortable, or when we notice someone else might need help. It's not about being rude, it's about protecting ourselves and respecting the safety of others on public transport.*

Introduction to 'Your Public Transport Safety Team'

Explain: *When you're travelling on buses, trams or trains, you're not alone. There are real people whose job is to help keep you safe. These are part of your Safety Team. Knowing who they are and where to find them helps you feel stronger and more confident. These safety workers are employed by transport organisations and Victoria Police. They're trained to help in different kinds of situations – from simple questions to serious safety concerns.*

Distribute the [Safety You Can See](#) PTV Information sheet to each student.

Read through the information together as a class.

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

Display and explore the information and videos on the following websites using these links:

[Public transport safety - Victoria Police](#)

[Transport Victoria - Safety You Can See](#)

Reinforce: Knowing who to turn to is a superpower. Your Safety Team is always around and they want you to feel safe. When you sense something is wrong, you don't have to deal with it alone - your Safety Team is part of your travel network. These workers are your allies, not just ticket checkers. Use their help when you need it.

DIFFERENTIATION STRATEGIES

Enable

- Model the P.A.T.H steps more slowly, narrating thought processes clearly for students who may need more time to process and reflect on the steps involved.

Extend

- Ask students to think of multiple options for a scenario and rank options from safest to least safe and justify reasoning.
- Have students research a specific Safety Team member (e.g., PSO, bus driver) and create a mini-poster showing how that person could help in unsafe or uncomfortable situations.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain: In this activity, we are going to practise being Travel Heroes using the **P.A.T.H to safe travel** model. At each corner of the room, you will see a different public transport problem. You will work together in small groups to decide the safest way to act.

Place one [Public Transport Problem](#) sheet in each corner (station) of the room.

At each station, students discuss the following steps noted on the sheets:

1. Pause and Notice

- Ask: "What is happening right now?"
- Notice your body: tight chest, fast heartbeat, nerves.
- Notice others: Are they upset, uncomfortable, or in danger?

2. Assess Your Options

- Ask: What safe choices do we have?
- Consider verbal or physical shifts, like speaking up or moving back.
- Think about who can help – a trusted peer, teacher, or bus driver.

3. Think Ahead

- Ask: "What could happen with each option?"
- Identify positives (safety, calm, inclusion) and negatives (risk, escalation).
- Decide which action keeps everyone safest.

4. Head to Safety

- Choose the safest action and put it into practice in the scenario.
- Move, speak, or ask a peer for support as needed.
- Ask: Is your action safe and fair for everyone involved?

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

Group Share

Choose 1–2 groups to share:

- Which option did you choose and why?
- Did you include peer support or think about others' needs?

Reinforce the key message: Using your voice, moving safely, and seeking peer or adult support keeps everyone safe.

DIFFERENTIATION STRATEGIES

Enable

- Add pictures or emojis to represent possible 'feelings' at each station (e.g., a worried face for upset).
- Assign teacher-led or mixed-ability groups to support students needing extra guidance.

Extend

- Ask students to consider the scenario from different viewpoints: the person causing the problem, another passenger, or a member of the Safety Team.
- Invite students to create a more complex version of the scenario for their peers, adding multiple risks or conflicting choices.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Share the [Transport Victoria - Minecraft resources](#) link with students.

Explain that these Minecraft games are designed to help primary school students learn how to cross safely around trains and trams. The games use real-world scenarios (signals, crossings, platforms, and traffic) to help students practise making safe choices in a fun, interactive way.

Students explore the Minecraft safe-travel worlds and move through different challenges focused on safe crossing behaviours and staying alert around public transport.

(Note: If time permits, complete the following activity or schedule time for students to complete it later.)

Explain to the class: *Now that we've practised noticing unsafe situations, thinking of safe actions, and using peer or adult support, we're going to check our understanding with the Aware Wolf online quiz. This quiz focuses on recognising safe choices while travelling on public transport and being alert to your surroundings.*

Set Up:

- Ensure each student has access to a device (tablet, laptop, or desktop).
- Share the link to the Aware Wolf quiz - [Transport Victoria - Aware Wolf Quiz](#)
- Remind students to read each scenario carefully and imagine what they would do in real life.

Emphasise that the quiz is a learning tool, not a test. Mistakes are opportunities to practise thinking safely.

Encourage students to reflect on how their answers connect to real-life situations they might encounter.

Highlight the connection to Aware Wolf principles: Listening Up, Looking Around, Being Aware.

LESSON PLAN

Lesson 5: Travel Troubles and Safe Solutions

DIFFERENTIATION STRATEGIES

Enable

- Read the quiz scenarios aloud for students who struggle with reading or comprehension.
- Pair students with a supportive peer who completes the quiz with them.
- Create a set of quiz cards with the multiple-choice questions printed on each card.

Extend

- After completing the quiz, students can create their own multiple-choice safe transport quiz for peers to answer.
- Challenge students to complete the quiz again, trying to improve on their previous time and score.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Quick Circle: "One Safe Choice"

Students stand in a circle and complete the sentence:

- **"One safe choice I can make on public transport is..."**

Options for non-verbal students or students who prefer not to speak:

- Write and hand to teacher
- Show thumbs-up if they prefer listening

Final reminder:

Using your voice is powerful. Moving away keeps you safe. Telling someone is brave and responsible. Respectful behaviour protects everyone.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to write their response, draw a safe choice, or give a thumbs-up if they prefer not to speak.

Extend

- Ask students to set a personal goal: "On my next public transport trip, I will..." and identify an action they will take to ensure they are aware of their surroundings.



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)."