



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

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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.

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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.

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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.
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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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").