



## 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

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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.

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#### 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.

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#### 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](#)

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#### 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.

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#### 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
<b>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.</b>	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.

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#### ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
<b>1. Understanding of public transport safety awareness</b>	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).
<b>2. Understanding of unsafe, disrespectful or pressured travel situations</b>	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.
<b>3. Applying the P.A.T.H Model</b>	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.
<b>4. Understanding and recognising the Public Transport Safety Team</b>	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.
<b>5. Personal and social capability</b>	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...").

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#### 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.

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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.

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**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?

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#### 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.

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**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?

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#### 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.

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#### 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.

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#### 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.

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**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.