



## LESSON PLAN

# Lesson 1: Own Your Journey (Independence & responsibility)

### LESSON SUMMARY

In this introductory lesson, students explore how increasing independence changes the way young people travel, interact and make decisions in their community. Through questioning, investigation and discussion, students examine common travel situations for adolescents, including travelling with friends, travelling alone, using public transport and meeting socially.

Students explore how independence brings both opportunity and responsibility, and investigate how protective behaviours support safe, respectful decision-making in real-world travel contexts. The lesson establishes shared expectations for respectful dialogue and positions safety as something that can be actively managed through awareness, choice and planning.

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



**LEVEL**

**Years 7-8**



**LESSON NUMBER**

**1 of 8**



**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 alignment with the Department of Education's **Respectful Relationships** (RR) teaching and learning resources:

- Establish class agreements that help all students and staff to feel safe and respected.
  - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
  - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
  - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
  - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
  - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
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#### Achievement Standard (Extract)



##### Health and Physical Education:

Students understand that the decisions people make influence their own and others' health and wellbeing. They examine the factors that can influence an individual's actions, and explore and evaluate options, consequences, and healthier and safer alternatives.

##### Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

#### Victorian Curriculum Content Descriptions



##### LEARNING AREAS

###### Health and Physical Education

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

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

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

##### CAPABILITIES

###### Personal and Social Capability

**VC2CP8S02** How to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity.

**VC2CP8S04** Strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies.

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

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#### PRIOR KNOWLEDGE

Students may already:

- Have travelled short distances independently (e.g. walking, cycling, using public transport with friends).
- Understand basic road safety rules and expectations for pedestrians and cyclists.
- Participated in earlier Protective Behaviours or Respectful Relationships learning (e.g. identifying unsafe situations, asking for help).
- Be familiar with the idea that rules and laws exist to keep people safe, but may not yet consistently apply them without adult supervision.
- Have varied experiences of independence depending on family expectations, location and cultural context.

#### VOCABULARY

**Independence** - Being able to do things on your own and make choices without an adult supervising.

**Responsibility** - Taking ownership of your actions and understanding how your choices affect your safety and others.

**Risk** - The chance that something could cause harm or lead to an unsafe situation.

**Protective behaviours** - Actions and strategies that help keep you and others safe, especially in unfamiliar or risky situations.

**Situational awareness** - Paying attention to what is happening around you so you can notice risks early.

**Early warning signs** - Clues or signals that something might become unsafe if no action is taken.

**Assertiveness** - Speaking or acting confidently to protect yourself while still respecting others.

**Help-seeking** - Knowing when, where, and how to ask for support from others when you need it.

**Context** - The details of a situation, such as where you are, who you are with, and what is happening, that affect how safe it is.

**Respect** - Treating yourself, other people, and shared spaces in a safe and considerate way.

#### MATERIALS REQUIRED

- Whiteboard and markers
- Student logbooks (Respectful Journeys Logbook)
- Sticky notes
- Large poster paper and markers
- [Common Travel Scenario](#) images (printed or digital)
- [Independence, Travel & Responsibility scenario](#) posters
- Video: [Walk Safely to School Day - Behind the News](#)



#### LEARNING INTENTION

Students will understand that as they become more independent, they need to take more responsibility for staying safe and showing respect when travelling, and how protective behaviours can help them make safer choices in real-life situations.

#### SUCCESS CRITERIA

- I can explain how independence increases responsibility when travelling.
- I can identify risks in different travel situations and explain how context changes risk.
- I can describe at least one protective behaviour that can reduce risk.
- I can reflect on my own travel experiences and apply protective behaviours to them.
- I can show awareness of how my choices affect both myself and others.

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#### TEACHING CONSIDERATIONS

- Students' levels of independence and travel experience will vary widely; avoid assumptions and allow hypothetical examples where needed.
- Be sensitive to students who may feel anxious about travelling independently or who have limited autonomy due to family or cultural expectations.
- Reinforce that safety is about situations and choices, not blaming individuals.
- Emphasise respect for others in shared spaces (e.g. footpaths, public transport), not just personal safety.
- Monitor discussions to ensure scenarios do not become personal disclosures; redirect to generalised or hypothetical contexts if needed.
- Use consistent language from the Protective Behaviours framework to build continuity across the unit.

#### Enable

- Slow the pace and explicitly model how to assess risk and responsibility.
- Use structured scaffolds, visuals and clear step-by-step language to reduce cognitive load.
- Provide flexible response options (oral, visual, written) to support varied confidence and literacy levels.

#### Extend

- Prompt deeper analysis of how context, relationships and environment shift risk and responsibility.
- Encourage students to justify, compare and evaluate different protective behaviour choices.
- Provide opportunities to transfer learning to new, complex or hypothetical travel situations.



#### USEFUL LINKS

[Transport Victoria - Active transport \(cycling, e-scooters\)](#)

[Road Safety Education Victoria - Road Safety Risks For Young People](#)

[Huffpost - 'Stranger Danger' Doesn't Cut It Anymore.](#)

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

##### Topic #2 – Personal and cultural strengths

Activity #1: Where do our values come from?

Activity #2: Qualities that I admire.

Activity #3: Using strengths

##### Topic #6 – Help seeking

Activity #1: What could you do?

Activity #2: Assertive help seeking - what could you say?



#### ASSESSMENT

- Observation of student contributions during See–Think–Wonder and group discussions.
  - Quality of responses during scenario analysis and group presentations.
  - Student logbook responses demonstrating identification of a relevant risk and application of an appropriate protective behaviour.
  - Reflection on independence and responsibility.
  - Exit reflection statements or pair-share responses linked to the inquiry question.
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#### LEARNING CONTINUUM

**Focus:** Understanding how increasing independence changes responsibility for safety and respect when travelling; recognising how context, risk and protective behaviours affect the wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how increased independence changes the way they need to think about safety and respect when travelling. They learn to notice risks, interpret changes in context, and practise choosing protective behaviours that support their own safety and the safety of others when adults are not present.	Students explore how travelling more independently changes the need to notice risks and make safe choices. They begin to recognise that safety is not only about rules, but also about how their behaviour affects others when adults are not present.	Students identify and explain how responsibility increases when travelling independently. They describe how risk changes depending on context (who they are with, where they are, time of day, mode of travel) and apply protective behaviours to make safer decisions in common travel situations.	Students confidently analyse travel scenarios involving independence and justify safe and respectful choices. They apply protective behaviours independently, explain how their decisions affect others, and recognise shared responsibility for safety, respect and wellbeing in community travel spaces.

#### ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of independence and responsibility.	1. Identify how increased independence changes responsibility when travelling.	1.0 No response or shows no understanding of independence.	1.1 Names one responsibility linked to travelling independently (e.g. following rules).	1.2 Describes how independence requires noticing risks or making choices.	1.3 Explains and links independence to personal responsibility for safety and respectful behaviour.
Understanding of risk and context.	2. Describe how travel risk changes depending on context.	2.0 No response or irrelevant response	2.1 Identifies one factor that affects risk (e.g. time, place, who you are with).	2.2 Describes how a change in context alters risk in a scenario.	2.3 Explains how multiple context factors interact to increase or reduce risk.
Protective behaviours awareness.	3. Identify protective behaviours that support safe independent travel.	3.0 No response or unrelated behaviour	3.1 Names one protective behaviour (e.g. awareness, planning, help-seeking).	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.

\* continued overleaf

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#### ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
<b>Critical thinking and decision-making.</b>	4. Analyse travel scenarios to judge safe and risky choices.	4.0 Does not identify safe or risky choices.	4.1 Separates safe and risky choices without explanation.	4.2 Explains why a choice is safe or risky in a scenario.	4.3 Justifies decisions by linking choice, risk and responsibility.
<b>Personal and social capability.</b>	5. Suggest actions that demonstrate safe and respectful independent travel.	5.0 No action suggested or unclear response.	5.1 States one general action with prompting.	5.2 Suggests a realistic protective action they could use.	5.3 Proposes an action and explains how it supports their safety and the safety of others.

#### Structure of lesson:



**INQUIRY QUESTION:** How does independence change the way we need to think about safety and respect when travelling?



**1 LESSON PHASE:** Introduction (Hook)



**TIMING:** 10 mins

**Show video:** [Walk Safely to School Day - Behind the News](#)

**Explain and discuss:** "Over the next few years, many of you will begin to travel more often without adults. That means more freedom, but it also means you are responsible for your own safety and for how your actions affect others around you. Today we're exploring how independence changes the way we need to think about safety and respect when travelling."

**Display** the *Common Travel Scenario* images provided around the classroom.

**Write** the following on the board:

- **See:** What do you see happening in this image?
- **Think:** What choices are people making here that are safe?
- **Think:** What choices are people making here that are risky?
- **Wonder:** What questions do you have about this situation?

**Students** walk around and complete a **See-Think-Wonder** for each image by writing responses on sticky notes and placing them under each photo.

**Allow** paired discussion before writing.

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**Prompt** occasional discussion, linking to inquiry question by asking:

- How would this situation change if a parent or carer was standing nearby?
- What responsibility shifts to the young person when adults aren't supervising?

#### DIFFERENTIATION STRATEGIES

##### Enable

- Model one See–Think–Wonder response as a class before students begin.
- Limit the number of images some students respond to (e.g. choose 2 instead of all).

##### Extend

- Ask students to rank images from least independent → most independent, justifying their placement.
- Prompt students to identify what information is missing that would help them judge risk (e.g. time, who else is nearby).
- Ask: *Which situation would change the most if an adult stepped away and why?*

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**LESSON PHASE:** Explicit Teaching & Modelled Learning



**TIMING:** 10 mins

**Explain:** As young people become more independent, adults are not always there to notice risks, make decisions or step in. That means you become the decision-maker.

**Emphasise:** Independence doesn't just mean freedom - it means responsibility.

**Review** the following key ideas clearly:

1. **Independence increases responsibility**

When parents or carers aren't present, young people must:

- Assess situations themselves.
- Follow rules and laws independently.
- Look out for their own safety and the safety of others.

2. **Risk changes depending on context**

Risk is affected by:

- Who you are with (friends vs alone).
- Where you are (busy roads, quiet streets, on or near public transport).
- What time it is.
- What you are doing (using a phone, rushing, following peers).
- How you are travelling (walking, riding, public transport)

3. **Protective behaviours help manage independence**

Protective behaviours allow people to:

- Notice early warning signs.
- Make safer choices before situations escalate.
- Ask for help or remove themselves when needed.

**Emphasise:**

- Everyone has the right to feel safe.
- Safety is about noticing situations and making safe choices.
- Awareness, planning, assertiveness and help-seeking are key protective behaviours.

**Link** back to inquiry question and **explain:** As independence increases, the way we think about safety and respect must change too. Today, you'll investigate what that looks like in real travel situations.

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#### DIFFERENTIATION STRATEGIES

##### Enable

- Pause after each key idea for a quick thumbs up / sideways / down check for understanding.
- Use a simple "What would you do?" example to model thinking aloud.

##### Extend

- Ask students to generate their own example of how risk changes with context.
- Invite students to explain why two people in the same situation might experience different risk.

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**LESSON PHASE:** Guided Practice



**TIMING:** 20 mins

**Divide** the class into 4 groups.

**Allocate and distribute** one of the *Independence, Travel & Responsibility* scenarios posters to each group (provided).

**Each** scenario poster includes:

- A short description.
- Photos or diagrams.
- Reflection questions.

**Each group** writes or draws their responses to the reflection questions on poster paper.

**Share optional** teacher prompts while circulating:

- How would peer pressure influence this decision?
- How might their choice affect other people?

**Groups share** their reflections with the rest of the class, with each group allocated 2 mins each.

**Presentation options:** One student may present all 5 responses to their questions or groups can allocate one member to share one response each.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Provide simplified scenario cards with key details highlighted (who / where / when).
- Offer a checklist version of reflection questions to reduce cognitive load.
- Allow oral responses recorded by one student or drawn responses where appropriate.

##### Extend

- Ask students to suggest two different protective responses and evaluate which is more effective.
- Prompt students to consider how one person's choice affects others in the scenario.
- Challenge groups to rewrite the scenario to make it safer without removing independence.

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**LESSON PHASE:** Independent Application



**TIMING:** 15 mins

**Individually**, students respond in their logbooks:

1. One real travel situation they have experienced where they were independent of their parents/carers and took more responsibility for themselves.
2. One risk or dangerous change that could occur in that situation.
3. One protective behaviour they could do that would reduce that risk.
4. Any questions they still have about travelling independently.

**Prompt** students to start responses with: Because I'm more independent, I need to think more about...

#### DIFFERENTIATION STRATEGIES

##### Enable

- Offer 1:1 conferencing time for students.
- Allow students to dictate responses digitally, use bullet points or draw diagrams.
- Provide a choice of real OR hypothetical travel situations if personal experience is limited.

##### Extend

- Ask students to identify what they would do differently if the same situation happened again.
- Invite students to link their response to one of the Protective Behaviours principles explicitly.
- Encourage students to note who they could ask for help and how they would do it.

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**LESSON PHASE:** Reflection / Review



**TIMING:** 5 mins

**Reflect** on the *Inquiry Question*: How does independence change the way we need to think about safety and respect when travelling?

**Write** the following class prompt on the board: Independence means I need to think more carefully about \_\_\_\_\_ when I'm travelling, because \_\_\_\_\_

**Students** consider a response and then pair-share.

#### DIFFERENTIATION STRATEGIES

##### Enable

- Provide three scaffolded starter options (e.g. where I am, who I'm with, what I'm paying attention to).
- Allow students to rehearse responses silently or jot notes before pair-sharing.

##### Extend

- Students pose one "What if...?" question they want to explore in the next lesson.
- Invite students to write a one-sentence advice statement for a Year 5 student starting to travel independently.