



## LESSON PLAN

# Lesson 6: Rules of the Road – Who's responsible?

### LESSON SUMMARY

In this lesson, students will learn how to travel safely in their local community by recognising common road signs and understanding the shared responsibilities of pedestrians, bike riders, and drivers. Through active discussion, visual exploration, and interactive activities such as a group-based 'Move & Match: Safety Shuffle' game, students will analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities in various road environments. This lesson supports students in becoming responsible road and path users who are alert and respectful of others.

**SEQUENCE TITLE:** JOURNEY SMART – Stepping towards active, safe and independent travel

**LEVEL**  
 **Years 5-6**


 **LESSON NUMBER**  
**6 of 8**

 **LESSON LENGTH**  
**60 minutes**

### CURRICULUM AREAS

**LEARNING AREAS**  


- Health and Physical Education
- Humanities – Civics and Citizenship

**CAPABILITIES**  


- Critical and Creative Thinking
- Personal and Social Capability

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#### 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.

###### Civics and Citizenship

**VC2CGC06** Investigate why and how decisions are made democratically in communities, including the importance of rules and laws.



##### CAPABILITIES

###### Critical and Creative Thinking

**VC2CC6Q03** An extended range of strategies to generate new ideas and possibilities including forming a link between different information sources.

**VC2CC6M02** Thinking processes suited to different contexts and when and how to use them, including for problem-solving.

**VC2CC6M03** The use of criteria to identify and compare proposed solutions.

###### 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.

**VC2CP6O02** behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important.

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##### PRIOR KNOWLEDGE

- Familiarity with common road signs (e.g. stop, give way, pedestrian crossing).
- Understanding that road signs communicate rules or instructions for safety.
- General understanding of who uses roads and paths (e.g. cars, bikes, pedestrians).
- Basic awareness that each road user has responsibilities to follow.
- Previous learning on personal responsibility and safety in public spaces.
- Ability to assess safe vs unsafe behaviours (e.g. crossing at the lights vs jaywalking).

##### VOCABULARY

**Pedestrian** – a person walking.

**Cyclist/Bike rider** – a person riding a bicycle.

**Driver** – a person driving a car or other vehicle.

**Road signs** – signs placed on streets or roads to give instructions or warnings.

**Responsibility** – something you are expected to do or take care of.

**Safety** – being protected from danger or harm.

**Give way** – let another person go before you.

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#### MATERIALS REQUIRED

- Whiteboard and markers.
- Large envelopes.
- [Move and Match - Safety Shuffle Game](#) Cards.
- [Move and Match - Safety Shuffle Game](#) Rules and Combinations.
- [Sign Detectives - Case Files](#) Images.
- [Sign Detectives - Case Files](#) Questions.
- [Spot the Signs](#) – Spot the difference photos.
- Video: [Why Australia's Crosswalk Buttons are the Best \(ft. Billie Eilish\)](#)

#### LEARNING OBJECTIVE

Students will understand how to recognise key road signs and identify safe behaviours and shared responsibilities of pedestrians, bike riders, and drivers in their community.

#### SUCCESS CRITERIA

- I can identify common road signs and explain what they mean.
- I can describe safe behaviours for pedestrians, bike riders, and drivers.
- I can work with others to match signs to correct behaviours.

#### TEACHING CONSIDERATIONS

- Be aware of different student experiences with road safety (urban vs. rural environments).
- Students with limited reading ability may need icon-based or colour-coded support.
- Use inclusive scenarios that reflect diverse communities and mobility needs.

##### Extend

- Students design a new road safety sign based on a local issue.
- Use Google Maps to explore and identify real road signs near the school.
- Interview a local school crossing supervisor, bus driver or police officer about road safety roles.

##### Enable

- Provide sentence frames (e.g., "This sign means I should..." or "A safe choice would be to...").
- Buddy system during sorting and worksheet tasks.

#### ASSESSMENT

- Observe student participation in the *Sign Detectives: Case File Challenge* and note their understanding of signs and responsibilities.
- Collect and assess the *Sign Detectives Worksheet* for accuracy and safe decision-making examples.
- Monitor oral responses during group discussion and debrief.

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#### Additional links to support teacher knowledge and student learning:

- [Road Rules for Riding a bike in Victoria – Vic Roads](#) (website)
- [Passing or overtaking trams – Transport Victoria](#) (Video)
- [Look and Listen around Trains and trams – PTV](#) (Video short)
- [Road Safety Education Vic – Lesson Overview](#)
- [Road Safety Education Vic – Getting ready to ride on the road](#) (Bike Ed lessons – Yr 5-6)
- [Road Rules and Safety \(Bikes\) – Transport Victoria](#) (website)
- [Road Rules and Safety – \(Pedestrians\) – Transport Victoria](#) (website)
- [Pedestrian responsibilities crossing a road – Transport Victoria \(5 videos on different road crossings\)](#)
- [Bike Education program](#)



#### LEARNING CONTINUUM

**Focus:** Understanding Road signs, behaviours, and shared responsibility among pedestrians, bike riders, and drivers to promote safe and inclusive active travel in the community

| Learning Continuum   | Phase 1  | Phase 2  | Phase 3   |
|--|--|--|---|
| Students learn about road signs, responsibilities of different travellers, and how safety is a shared responsibility. They explore how road systems support safe, respectful and inclusive behaviour in their community. | Student recognises a few common road signs with support and identifies basic safety actions. Demonstrates emerging awareness of different types of travellers. | Student identifies several road signs and explains their meanings. Describes safe behaviours for pedestrians, bike riders, and drivers. Understands that all road users have roles and responsibilities. | Student confidently explains the purpose of key signs and matches them with appropriate actions. Reflects on how safe, inclusive travel behaviour benefits everyone and supports shared responsibility. |

#### ASSESSMENT RUBRIC

| Organising Element                     | Action   | Insufficient Evidence                     | Quality Criteria                                   |  |   |
|--|--|---|--|--|---|
| Understanding of road safety signs     | 1. Identify common road signs and their meanings                   | 1.0 No response or unclear answer         | 1.1 Identifies one or two familiar signs with help | 1.2 Identifies and explains several signs with appropriate meanings      | 1.3 Explains sign meanings clearly and links them to real-life road situations      |
| Understanding of shared responsibility | 2. Describe the roles and responsibilities of different road users | 2.0 No response or inaccurate information | 2.1 Gives a basic example of one road user's role  | 2.2 Describes responsibilities for pedestrians, bike riders, and drivers | 2.3 Describes roles and explains how shared responsibility helps keep everyone safe |

\* continued overleaf

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#### ASSESSMENT RUBRIC (Cont'd)

| Organising Element                      | Action  | Insufficient Evidence                 | Quality Criteria   |  |  |
|---|---|---------------------------------------|--|--|--|
| Understanding of safety behaviour       | 3. Describe safe vs unsafe behaviours in traffic settings   | 3.0 No response or irrelevant ideas   | 3.1 Gives a basic safe or unsafe example with prompting          | 3.2 Describes examples of both safe and unsafe behaviours clearly    | 3.3 Evaluates safety behaviours and explains their consequences for different users            |
| Critical thinking and connection-making | 4. Match signs, behaviours and users in real-world contexts | 4.0 No connection made                | 4.1 Attempts to match signs and behaviours with limited accuracy | 4.2 Matches signs to appropriate users and behaviours with reasoning | 4.3 Explains how different signs and behaviours work together to keep roads inclusive and safe |
| Personal and Social Capability          | 5. Reflect on personal responsibility in community safety   | 5.0 No reflection or unclear response | 5.1 Shares one personal safety idea or takeaway                  | 5.2 Reflects on how their behaviour contributes to community safety  | 5.3 Reflects thoughtfully and includes inclusive ideas to support diverse community needs      |

#### Structure of lesson:

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



**TIMING:** 15 mins

#### Sign Detectives: Case File Challenge

##### Set-up:

**Transform** students into "Sign Detectives" solving a transport mystery.

Divide students into small group of 3–4 students.

Each group receives an envelope containing:

- one set of [Sign Detectives – Case Files](#) Images
- one [Sign Detectives – Case Files](#) Questions sheet

**Step through** each part of these instructions, giving each group time to complete each task before moving onto the next task:

##### Task A – Observe (4 mins):

**Inspect** the photos like clues.

**Record** answers to these 3 questions written on the sheet:

1. What do you see in each of these pictures?
2. What signs or symbols can you identify?
3. What safe or unsafe behaviours do you see?

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#### Task B – Investigate (4 mins):

Prompt students to now discuss and answer the next questions written on the sheet:

1. Which type of traveller (e.g. pedestrian, bike rider, driver) is each sign meant to guide or warn?
2. Who do you think these signs are trying to protect?

#### Task C – Connect (3 mins):

Prompt students to now discuss and answer the next questions written on the sheet:

1. What might happen if this rule or sign was ignored?
2. Have you ever seen these signs in your local community? If so, where?

#### Part D – Community Conclusion (4 mins):

Each group finishes by responding to the following on the worksheet:

1. List 5 road signs that you have in your community that are NOT represented in your case file.
2. How do road signs keep your community safe?

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Simplified Prompts:** Provide a simplified sheet that clearly show only one traveller type or behaviour, and sentence starters for observations.
- **Guided Groups:** Pair students who need support with a peer coach or teacher-led group to model thinking aloud and provide scaffolded questioning.

##### Extend

- **Complex Cases:** Include extra challenging photos with less obvious safety clues or ambiguous behaviours to analyse.
- **Independent Analysis:** Ask students to identify which photo presents the highest risk and justify with layered reasoning (e.g., "This behaviour is unsafe because...").

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



**TIMING:** 15 mins

#### Debrief (Whole Class) Sign Detectives: Case File Challenge

**Facilitate** a short discussion by inviting a few "Lead Detectives" from each group to report one insight or surprising observation from their case file.

**Summarise** findings on the whiteboard under – Why Safety Signs Matter.

**Explain:** Some travellers may need extra time or support to cross roads. For example, a person who uses a mobility aid, or someone who is blind or deaf may need safe, inclusive signs or features to travel safely.

**Highlight:** Accessible pedestrian signals (APS), audio cues, and visual countdown timers are important tools that support inclusive travel.

**Show video:** [Why Australia's Crosswalk Buttons are the Best \(ft. Billie Eilish\)](#)

**Briefly discuss** the video and any surprising or interesting facts revealed.

**Next, identify** the roles and responsibilities of the 3 key types of travellers in our communities.

1. **Pedestrians** – Responsibilities: Always stop, look both ways, cross at traffic lights, and wait for the green 'walk' signal.
2. **Bike riders** – Responsibilities: Wear a helmet, use hand signals, and stick to bike lanes when riding.
3. **Drivers (including buses and trucks)** – Responsibilities: Obey stop signs, keep an eye out for children, and stay within speed limits.

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**Explain** that whether we're walking, riding, or driving, we all share in making travel safe and **road signs, behaviours, and roles** work together to prevent accidents and support safe and responsible travel choices.

**Model** a comparison chart on the whiteboard:

| Role       | Safe Behaviour Example      | Unsafe Behaviour Example |
|------------|-----------------------------|--------------------------|
| Pedestrian | Cross with green man signal | Crossing while texting   |
| Bike rider | Use bike lane               | Not wearing helmet       |
| Driver     | Stop for school crossing    | Speeding in school zone  |

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Printed Prompts:** Provide a printed version of the comparison chart.

##### Extend

- **Additional Roles:** Add a "Fourth Role" for discussion (e.g. Public Transport User) and ask students to infer safety behaviours.

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#### LESSON PHASE: Guided Practice



**TIMING:** 15 mins

##### Move & Match: Safety Shuffle Game

**Print** Move and Match – Safety Shuffle Game cards provided:

- **Signs or Signals** (e.g., Stop, Pedestrian Crossing, Give Way, No Entry, Bicycle Lane)
- **Safe Behaviours** (e.g., "Look both ways before crossing," "Use hand signals when turning," "Obey traffic lights," "Give way to pedestrians")
- **Traveller Type** (Pedestrian / Bike rider / Driver)

**See** Move and Match – Safety Shuffle Game Rules and Combinations provided for specific details of how to play.

**Explain** general overview:

Students are each given a card representing either a road sign/signal, a safe behaviour, or a type of traveller. As they move around the room, the teacher calls "Shuffle and Match!" prompting them to form groups of three (one card from each category) that logically connect. Each trio discusses how their cards relate to one another in a real-world road safety scenario. The game promotes critical thinking, collaboration, and reinforces key road safety messages in a fun and active way.

**Note:** If there are more than 3 students forming a group because they all think they belong there, ask each student to identify how their card links to the other cards. This situation is likely to occur as the game is designed to show that road signs and behaviours are not exclusive to one type of traveller. **Everyone has a responsibility**, whether walking, riding, or driving, to notice signs and act safely.

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#### DIFFERENTIATION STRATEGIES

##### Enable

- **Pre-Match Help:** Before playing, pre-teach a few matching examples and allow students to preview the card deck with a partner to reduce anxiety.
- **Buddy Check:** Allow students to check matches with a teacher or teaching assistant before explaining to peers. Provide sentence scaffolds like: "My card is a \_\_\_\_ and it matches because..."

##### Extend

- **Design a Card:** After matching, students create a new card (sign, behaviour or traveller) that would extend the set and explain its relevance.
- **Justify Choices:** Challenge students to come up with multiple matches for their card and defend which match they think is the best or most accurate.

#### 4 LESSON PHASE: Independent Application



**TIMING:** 10 mins

**Share** Spot the Signs – Spot the difference photos.

**Students look** at the photos of the same street intersection in Melbourne.

- Photo 1 shows the original scene with all the street signs in place.
- Photo 2 is a copy of the same scene, but some or all of the street signs are missing!

Explain that students must:

1. **Look closely** at both photos and **spot the differences**.
2. When they find a sign nor signal that is missing in Photo 2, students **circle it on the photo** and **write it down** in their journal:
  - What the missing sign was, and
  - What it tells road users to do (the rule or message it gives – for example, "Stop here", "No U-turn", "School crossing ahead").

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Pre-printed Images:** Allow students to match the sign picture from a set of printed images and stick it into their journal with a short one-line explanation.
- **Sentence Structure:** Give a framed sentence starter in the journal: "The missing sign is \_\_\_\_ and it tells people to \_\_\_\_."

##### Extend

- **Deeper Thinking:** Challenge students to consider why each missing sign is important in that particular spot (link to real-life safety consequences).
- **Further research:** Invite students to research or brainstorm other types of signs that could be added to that intersection to improve safety (e.g., speed bumps, pedestrian zones).

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**LESSON PHASE:** Review / Reflection



**TIMING:** 5 mins

#### Circle Time Reflection

Ask students:

- *What's one new sign or safety tip you learned today?*
- *What responsibility will you remember next time you're on the road or footpath?*
- *Why is it important that road signs and transport systems include everyone in our community?*

**Close** with a collective statement:

*When we all do our part, walkers, riders, drivers, and people of all abilities, our community stays safer for everyone.*

#### DIFFERENTIATION STRATEGIES

##### Enable

- **Buddy Check:** Allow students more time to unpack the questions and collective statement by working in groups or pairs to discuss their thoughts. Also considering having one generic question rather than the three deeper questions for the group to unpack.

##### Extend

- **Deeper Thinking:** Challenge students to add another big question or wondering from the unit of work.

