



LESSON PLAN

Lesson 1: Safe People and Safe Places

LESSON SUMMARY

In this lesson, students explore the idea of a safety network and think about the people and supports that help keep them safe when travelling to and from school or moving around their local community. They learn to recognise trusted adults and community helpers and practise when and how to seek help in different travel situations.

Through videos, card challenges and guided discussions, students begin to build protective behaviours such as spotting safe and unsafe travel situations, choosing safe routes and knowing what to do if they feel unsafe while walking, bike riding or catching public transport. They learn to trust their feelings and their instincts by noticing early warning signs such as 'butterflies' in their stomach, a racing heartbeat or any uneasy feelings. Paying attention to their body and feelings helps students take protective action, seek help and move toward safe people and safe places.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

1 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 1: Safe People and Safe Places

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. Additional guidance on creating a safe classroom space can be found in the Department of Education's **Resilience, Rights and Respectful Relationships (R4R4)** and **Building Respectful Relationships (BRR)** teaching and learning materials.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students interpret health information to apply strategies that can enhance their own and others' health, safety, relationships and wellbeing. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

VC2HP4P10 Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

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PRIOR KNOWLEDGE

- Students may know some trusted adults in their home and school life.
- Students have some awareness of safe and unsafe situations.
- Students have experience walking, riding, catching a bus or being dropped off/picked up at school.

VOCABULARY

Trusted adult – a grown-up I know who helps keep me safe.

Safety network – a group of people I can go to for help when I need it.

Safe situation – when I feel comfortable and protected (e.g., crossing at lights, walking with a friend).

Unsafe situation – when I feel worried, scared, or unsure (e.g., being followed, talking to a stranger, losing my way).

Helper – someone in the community whose job is to support safety (e.g., crossing supervisor, bus driver, shop assistant).

Protective behaviour – actions I can take to stay safe (e.g., walking with a friend, telling a trusted adult, avoiding shortcuts).

Early warning signs (EWS) – feelings or emotions in your body that let you know something might not be right and that it's time to seek help.

MATERIALS REQUIRED

- Whiteboard and Markers.
- Student journals or notebooks.
- [Safe or Unsafe Card Challenge](#) (Rules and Cards).
- [My Trusted Bus Worksheet](#) (student copies).
- [Who Can I Ask? - Situation Worksheet](#).
- Videos: [Making a Safety Network - Daniel Morcombe Foundation](#)
[Who are your trusted adults \(Primary Edition\)](#).



LEARNING OBJECTIVE

Students will learn how a safety network of trusted people and places supports safe travel. They will practise protective behaviours, recognise safe and unsafe situations and understand how to trust their instincts - especially when noticing early warning signs from their bodies that something doesn't seem right or safe.

SUCCESS CRITERIA

- I can name at least three trusted adults who can help me if I feel unsafe while travelling.
- I can identify safe and unsafe travel situations.
- I can explain when and how to ask for help when travelling to or from school or in the community.
- I can describe how my body might warn me when something is not right.



TEACHING CONSIDERATIONS

- Be mindful that some students may not have many trusted adults outside of school - broaden options to community helpers.
- Use inclusive language so all students can identify a safety network that fits their life circumstances (e.g., some may not walk or ride to school).

LESSON PLAN

Lesson 1: Safe People and Safe Places

Enable

- Provide extra visuals of trusted adults/helpers (teacher, bus driver, police officer, crossing supervisor, shopkeeper).
- Allow drawing responses on the safety circle instead of writing.
- Use peer buddies during the safe and unsafe card discussions.

Extend

- Students create a Safe Travel Poster showing their safe routes to school and which trusted helpers they might see on the way.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 3-4](#)

Topic #4 - Problem Solving

Activity #2: Roads and roundabouts

Activity #3: Problem Solving in peer situations

Topic #6 – Help-seeking

Activity #3: Help-seeking Sources

Activity #4: Help-seeking Role Plays

Activity #5: Help-seeking stories



ASSESSMENT

- Completed [My Trusted Bus](#) worksheet with at least 3 trusted adults/helpers.
- Completed [Who Can I Ask? – Situation Worksheet](#)
- Student contributions to [Safe or Unsafe Card Challenge](#) discussions including observation of reasoning.



LEARNING CONTINUUM

Focus: Recognising early warning signs, identifying trusted people and safe places, and applying protective behaviours to stay safe and seek help when feeling unsafe during daily travel and community activities.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how to keep themselves safe by recognising unsafe situations, understanding their body clues, and identifying trusted adults and safe places to go for help. They practise making decisions and taking protective actions when travelling or in the community.	Students identify simple examples of trusted adults or safe places when prompted and begin to notice feelings that signal safety or discomfort. They need adult support to make protective choices.	Students describe several trusted people and safe places, and explain how their body clues help them know when something doesn't feel right. They can choose a safe action or ask for help in familiar situations.	Students confidently identify and explain multiple safe people and places across different settings, recognise early warning signs, and apply protective behaviours to keep themselves and others safe in the community.

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Lesson 1: Safe People and Safe Places

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Protective Behaviours and Help-Seeking	1. Identify trusted adults and safe places they can go if they feel unsafe.	1.0 No response or gives irrelevant examples.	1.1 Names one trusted adult or one safe place with teacher prompting.	1.2 Identifies several trusted adults and safe places in familiar contexts (home, school, community).	1.3 Explains why those people or places are safe, showing understanding of how they help keep us safe.
Understanding Early Warning Signs	2. Recognise body clues and feelings that signal when something doesn't feel safe.	2.0 No evidence of recognising unsafe feelings or body clues.	2.1 Names one body clue (e.g. "butterflies" in my stomach) when prompted.	2.2 Describes several body clues and links them to feeling unsafe or unsure.	2.3 Explains how body clues help them decide what action to take (e.g. I knew something wasn't right, so I went to a safe place).
Decision-Making and Protective Action	3. Apply protective behaviours to travel situations.	3.0 Gives no or unrelated response to travel safety scenarios.	3.1 Identifies one simple protective action with support (e.g. ask for help).	3.2 Describes multiple protective actions that match specific travel situations (e.g. who to ask, where to go).	3.3 Explains why their chosen action keeps them and others safe.
Personal and Social Capability	4. Explain how trusted people and safe places help everyone feel safe in the community.	4.0 No response or limited awareness of others.	4.1 States that trusted people help keep us safe.	4.2 Describes how trusted people or places make others feel safe (e.g. They help everyone cross safely).	4.3 Connects safety to broader ideas of inclusion and care (e.g. Safe places include ramps or helpers so everyone can get support).
Application and Reflection	5. Create and share their own Safety Network using the Trusted Bus metaphor.	5.0 No or incomplete Safety Network shown.	5.1 Draws or names a few trusted adults or places with teacher prompting.	5.2 Completes a detailed Safety Network showing multiple trusted adults and safe places connected to travel.	5.3 Explains and justifies their choices, describing how each trusted person or place supports their safety when travelling.

LESSON PLAN

Lesson 1: Safe People and Safe Places

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Teacher introduction:

Today and over a number of other lessons, we're going to learn about something really important called **protective behaviours**. Protective behaviours help us **notice** what's happening around us, **recognise** when something doesn't feel safe and **make choices** that help keep ourselves and others safe.

For you, this means learning to **be aware** - to look, listen and think - before you act.

When we're aware, we can make a **safe choice** based on what we notice.

We'll be learning how to do this in lots of different places — at school, in our community, online, and when we're walking, riding or catching public transport.

The most important thing to remember is: **When we are aware, we can make safe choices - for ourselves and for everyone around us.**

Write SAFE TRAVEL on the board.

Explain: We all travel to school or around our neighbourhood in different ways. Some of us walk, ride bikes, skateboards or scooters, catch the bus or train, or come by car. Some people use a wheelchair, a walking frame or other supports.

Ask: What helps us feel safe when we're moving around our community?

Brainstorm ideas about safe people and safe places. For Example:

- **People:** friends, parents, carers, crossing supervisors, bus drivers, teachers, older siblings, police officers, known neighbours.
- **Places:** footpaths, bike lanes, traffic lights, ramps, wide paths, safe bus stops, libraries, schools, shops, police stations, community centres.

Record responses on the board under two headings: **Safe People** and **Safe Places**.

Show Video: [Making a Safety Network - Daniel Morcombe Foundation](#)

Summarise key takeaways:

- Everyone deserves to feel safe and supported.
- Protective behaviours help us stay safe, like asking for help, walking with a friend or going to a safe place.
- Our body and mind can give us clues when something doesn't feel right. These are called early warning signs.
- It's important to trust your instincts and act when something feels wrong.

Ask:

1. Can you think of a time when you didn't feel safe while travelling?
2. How did you feel? What did you do? Who did you tell?

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DIFFERENTIATION STRATEGIES

Enable

- Write sentence starters on board:
"A safe person is someone who ____"
- "A safe place is somewhere that ____"
- Pair students strategically: i.e. stronger speakers with quieter students.

Extend

- Ask students to list less obvious safe people/places in their own community. Encourage them to explain why each one feels safe.
- Provide a mix of context-dependent examples ("a friend's older brother," "a park after dark") for higher-order discussion.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

The Trusted Bus & Safe Stops

Show images of community helpers connected to travel.

Ask: *Who are some people we can ask for help if we feel unsafe on the way to or from school?*

Watch video: [Who are your trusted adults \(Primary Edition\)](#)

Introduce The Trusted Bus as a metaphor for a safety network:

- **Driver** = parent/guardian or carer - they guide you and make sure you're safe.
- **Front seats** = other trusted adults such as teachers, crossing supervisors, support workers, interpreters, police
- **Middle seats** = friends who travel with you - they make the journey fun and help you when needed.

Explain: *Your Trusted Bus carries the people you can count on. With trusted adults and friends on board, you can travel through life feeling safe and supported.*

Introduce: *Safe Stops*

- These are places in your community that you can go if you feel unsafe or unsure.
- Examples: school office, local shop, library, neighbour's house, police station

Model a Trusted Bus on the board with yourself as a passenger.

Add trusted adults and safe places you might encounter while travelling.

Re-emphasise what makes someone a trusted adult:

- They listen to you.
- They believe you.
- They understand how to help or find someone who can.
- They respect your needs (for example, giving you more time, using clear words or helping if you use a wheelchair, hearing aid or interpreter).

Explain early warning signs and trusting instincts:

- Sometimes our body gives us clues when something doesn't feel right. You might get butterflies in your stomach, shaky hands, sweaty palms, or a fast heartbeat. These are called **early warning signs**.
- It's important to **trust your instincts**. If something feels wrong, it's okay to act—go to a safe place, ask a trusted adult, or walk away. Your feelings are important and they help keep you safe.

Hand out *Trusted Bus Worksheet*.

- Students draw or label their own bus with trusted adults and safe places connected to travel (home, school, community).

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Lesson 1: Safe People and Safe Places

DIFFERENTIATION STRATEGIES

Enable

- Provide a bus outline with key seats already labelled (e.g., "Parent/Carer," "Teacher," "Friend") for students to fill in with names or drawings.

Extend

- Have students create a simple body outline diagram showing their unique physical clues when they feel unsafe and ask - "Can early warning signs feel different for different people?"

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Safe or Unsafe Travel Challenge

Discuss examples of safe vs unsafe travel situations:

- **Safe** = walking with a friend, waiting at a bus stop with others, going to a known shop if lost.
- **Unsafe** = taking a shortcut alone, getting in a car with someone you don't know, ignoring your instincts (body feelings).

Play: *Safe or Unsafe Card Challenge* (Rules and Cards provided)

- Students sort cards into 'Safe People,' 'Safe Places,' and 'Unsafe Situations'.
- Discuss why certain places or people are considered safe and how protective behaviours help us make good choices.
- Reinforce how early warning signs our bodies give us can help us decide what to do in unsafe situations.

DIFFERENTIATION STRATEGIES

Enable

- Allow verbal justification rather than written for some students.
- Provide a simple 2-column mat with large text: "SAFE / UNSAFE."

Extend

- Introduce "Sometimes Safe" column for complex scenarios to discuss conditional safety.
- Students design their own Safe/Unsafe scenario cards with an explanation or illustration, adding to the class deck.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Who Can I Ask? Where Can I Go?

Hand out scenario worksheet:

Students work individually or in pairs to identify *who they can ask* and *where they can go* in different travel situations.

Examples:

- You miss your bus stop. → Ask the bus driver, go to a nearby shop, call a trusted adult.
- Your bike chain breaks. → Ask a neighbour, go to a safe place, wait with a friend.
- Someone you don't know is following you. → Go to a safe place, ask a trusted adult, call for help.

Share responses as a class.

Highlight protective behaviours:

- Asking for help.
- Staying with others.
- Going to a safe place.
- Trusting your early warning signs.

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Lesson 1: Safe People and Safe Places

DIFFERENTIATION STRATEGIES

Enable

- Allow students to work in pairs or small groups, discussing before writing.
- Provide a word bank with options like "bus driver," "teacher," "friend," "shop," "library," "police."

Extend

- Students write an extended response to a complex situation (e.g., "What if no trusted adult is nearby?").
- Challenge students to draw a map of their journey to school marking Safe Stops and trusted adults along the way. Include legends and labels for clarity.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

My Safety Network Promise

In a class circle, each student shares one protective behaviour they can use when travelling.

Examples:

- "I can walk with a friend,"
- "I can go to the library if I feel unsure,"
- "I can ask the crossing supervisor for help."

Teacher reinforces: *We all need a strong safety network when travelling. Safe people and safe places help us feel confident and protected. Protective behaviours help us make smart choices and know when to ask for help. Our body and mind can give us clues when something isn't right and trusting those feelings is part of staying safe.*

Remember our core message:

- *When we're aware, we can make safe choices - for ourselves and for everyone around us.*

Conclude with reflection question: *How does having a safety network make travelling in our community safer?*

DIFFERENTIATION STRATEGIES

Enable

- Offer the choice to share in small groups rather than whole class to reduce anxiety and build confidence.
- Allow students to hold up a picture card instead of speaking if they prefer.

Extend

- Students create a mini-poster or digital slide titled My Safety Network Promise, illustrating their trusted adults and safe places.
- Students explain the Trusted Bus metaphor to a buddy or younger student group, reinforcing understanding through teaching.



LESSON PLAN

Lesson 2: My Space and My Boundaries

LESSON SUMMARY

In this lesson, students explore how personal space and body boundaries help keep them safe when walking, cycling or travelling on public transport. They learn that everyone has the right to decide who enters their personal space and that respecting others' space makes active travel safer and more comfortable for everyone.

Through interactive activities such as role-plays and scenario challenges, students practice respectfully asserting their right to a safe personal space, recognising that their body belongs to them and communicating boundaries while also respecting others' space. The core message of protective behaviours is also reinforced - When we're aware of our surroundings, we can make safe choices for ourselves and for everyone around us.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

2 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 2: My Space and My Boundaries

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. 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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It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P07 Practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline).

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S04 Strategies that support persistence and adaptability when faced with challenging situations and change

VC2CP4O02 How similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified.

LESSON PLAN

Lesson 2: My Space and My Boundaries



PRIOR KNOWLEDGE

- Students have practised identifying safe people and safe places in Lesson 1.
- Students have some awareness of personal comfort levels when sharing space (lining up, playground, bus seats).
- Students already know basic protective behaviours such as finding a trusted adult if unsafe.

VOCABULARY

Personal space – the area around my body that belongs to me.

Boundary – a limit I set to help me feel safe and comfortable.

Consent – saying “yes” or “no” about what happens with my body. This also incorporates a change of mind E.g. ‘I was ok with that yesterday but I’m not today’.

Assertive – speaking firmly and clearly about what I want or don’t want.

Protective behaviour – an action I can use to keep myself safe.

MATERIALS REQUIRED

- Whiteboard and Markers.
- Student journals or notebooks.
- [My Personal Space – Practice Situations Worksheet](#).
- [My Safe Space When Travelling Worksheet](#).



LEARNING OBJECTIVE

Students will understand that protecting their personal space and respecting others’ boundaries are important for safe and respectful active travel. They will practise using words and body language to say “no” when uncomfortable and learn why it’s important to ask permission before entering someone else’s space while walking, riding or travelling on a bus.

SUCCESS CRITERIA

- I can explain that my body belongs to me.
- I can use words and actions to protect my personal space when travelling.
- I can respect other people’s personal space when walking, riding or on the bus.

TEACHING CONSIDERATIONS

- Ensure scenarios reflect real active travel contexts students may experience.
- Some students may have less experience with public transport—scenarios should include both walking/cycling and bus settings.
- Remind students: Everyone’s comfort level is different. What feels fine for one person may not for another.

Enable

- Use visual posters of “safe space” vs “too close” for students who need concrete examples.
- Provide sentence starters: “Stop, I don’t like that,” or “Please move over.”
- Role-play with teacher first before peer practice.

Extend

- Students design a “Respectful Traveller Poster” showing examples of respecting personal space on footpaths, bikes, and buses.
- Discuss cultural differences in personal space and how to adapt respectfully in public.

LESSON PLAN

Lesson 2: My Space and My Boundaries



USEFUL LINKS

- [Daniel Morcombe Foundation – Body Safety Resources](#)
- [Road Safety Education – Bike Ed Unit 2 Lesson 4 Group riding](#)
- [Transport Victoria – Pedestrians sharing roads and paths](#)
- [RRRR Level 3 / 4 Topic 8 Activity 3: Understanding consent in action](#)



ASSESSMENT

- Observation during hoop activity and role-plays.
 - Student contributions to travel safety discussions.
 - Student ability to give a safe protective response in scenarios.
-



LEARNING CONTINUUM

Focus: Understanding personal space and body boundaries to keep ourselves and others safe during active travel.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how personal space and boundaries help them feel safe when travelling actively. They learn that everyone's body belongs to them, that it's okay to say "no" when uncomfortable, and that respecting others' space helps everyone travel safely and comfortably.	Student identifies that their body belongs to them and can name one example of when someone might get too close. May need reminders to use respectful words or actions.	Student explains what personal space means and can give examples of keeping space when walking, riding or on a bus. Uses simple, respectful words or actions to protect space.	Student clearly explains why personal space keeps people safe and demonstrates assertive, respectful ways to protect and respect boundaries in different travel situations.

LESSON PLAN

Lesson 2: My Space and My Boundaries

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of personal space	1. Explain what personal space means.	1.0 No response or unrelated answer.	1.1 Gives a simple idea (e.g. space around me) with support.	1.2 Describes personal space using examples from travel situations.	1.3 Explains why personal space helps everyone stay safe and comfortable.
Protective behaviours	2. Show how to protect your personal space.	2.0 No response or unable to demonstrate.	2.1 Uses basic or prompted language to ask for space (e.g. "Stop please").	2.2 Uses clear, respectful words or body language to protect space.	2.3 Demonstrates confident, calm and assertive protective behaviours across different situations.
Respect for others	3. Respect others' space while travelling.	3.0 No response or repeated reminders needed.	3.1 Shows basic awareness by keeping some distance.	3.2 Consistently gives others space when walking, riding or sitting.	3.3 Models and explains how respecting space keeps everyone safe and comfortable.
Personal and social capability	4. Work with others to practise setting boundaries.	4.0 No participation or off-task.	4.1 Participates with reminders and uses some appropriate language.	4.2 Works respectfully with peers and uses protective behaviour strategies.	4.3 Supports others by modelling safe, respectful and inclusive behaviour during practice.
Communication and reflection	5. Describe how respecting space makes travel safer.	5.0 No response or off-topic.	5.1 States that giving space helps safety.	5.2 Gives one or two examples of how safe space helps (e.g. not bumping, not falling).	5.3 Explains clearly how respecting boundaries supports safety, comfort and inclusion for everyone.

LESSON PLAN

Lesson 2: My Space and My Boundaries

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Begin with the idea of an "invisible bubble".

Teacher step into the middle of the room, stretch your arms out and slowly spin, showing how much space your body takes up.

Explain: *This invisible bubble belongs to me. It's the space my body and my movements need to feel safe and comfortable. If someone steps inside without asking, it can feel uncomfortable and unsafe.*

Ask: *What might happen when people move too close and step inside our own bubble such as when we are walking, riding, wheeling or on public transport?*

Suggestions to prompt:

- Bumping into others and either knocking them over or being knocked over.
- Falling off our bike or scooter.
- Feeling squashed or pushed on a seat.
- Being brushed past too quickly with a bag or backpack.
- Feeling worried, unsafe or scared of getting hurt.

On the board, write: **Safe Space = Travel Safe.**

Brainstorm: Times when students felt uncomfortable when someone got too close while travelling (e.g., a crowded bus seat, being pushed on the path, standing at a bus stop).

Record ideas on the board.

Teacher explains: *Our personal space keeps us safe. Today we'll learn how to protect our own bubble and respect others' bubbles. This might look different for each person. Some of us might need extra space so keeping bags tucked in on the bus, or to slowing down and noticing the people around us is important. Respecting bubbles helps everyone feel safe when we're walking, riding, wheeling or travelling on public transport.*

DIFFERENTIATION STRATEGIES

Enable

- Use coloured hula hoops, ropes, or chalk circles to physically represent "bubbles." This gives concrete meaning for students who need visual or kinaesthetic support.

Extend

- Ask students to think about different personal space needs. e.g., "How might someone using a wheelchair, or someone who is shy, feel if others stand too close?"

LESSON PLAN

Lesson 2: My Space and My Boundaries

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Demonstrate the following 5 scenarios in view of the whole class:

a) Partner Bubble

Teacher repeats demonstration of stretching their arms out wide and slowly turning in a circle reminding students:

*"This is my invisible **travel** bubble. It helps me feel safe and comfortable when travelling. Everyone has their own bubble."*

Instruct one student to slowly walk towards them.

Teacher models an assertive but respectful response: *"Please Stop there. That's close enough."* (clear voice, calm body, standing tall).

Ask:

- "Why is this safe and respectful, not rude?"
- "What else could you say if someone gets too close to your travel bubble?"

b) Footpath Follower

Set up: Teacher walks slowly across the room.

Ask a student to follow directly behind them, almost bumping into them.

Teacher stops and models an assertive but respectful response: *"Can you please walk a little further back? I feel better with more room."*

Discuss why it is important to give space when we walk behind others on a footpath.

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance behind to show the class what is a safe and respectful distance.

c) Bus Seat Squash

Set up: Arrange two chairs next to each other.

Teacher sits in one chair, leaving the seat beside them empty. Invite two students to try to sit in the single empty space.

Teacher models an assertive but respectful response: *"There's not enough space for the two of you. Please can one of you choose another seat?"*

Ask:

- How does asking politely help keep everyone safe and comfortable on the bus?
- What else could you do if the people don't listen to you?

Swap roles with one of the students and repeat the demonstration – showing how they should behave on the bus and what they should say. (i.e. one student only sits in the vacant seat or both students find 2 empty seats elsewhere on the bus).

d) Risky Riding

Set up: Teacher and one student pretend to ride side-by-side.

Ask the student to ride very close.

Teacher models an assertive but respectful response: *"Please don't ride so close. I feel safer with more room."*

Ask: *What could happen if we ride too close together?*

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance to show the class what is a safe and respectful distance on a bike.

LESSON PLAN

Lesson 2: My Space and My Boundaries

e) Waiting in Line

Set up: Teacher stands in a line (e.g. waiting to get on a bus at a bus stop)

Ask a student to stand too close behind them.

Teacher models an assertive but respectful response: "Can you please take a step back while we wait? I feel better that way."

Discuss why it is respectful to leave space in a line.

Swap roles with the student and repeat the demonstration - keeping a safe and comfortable distance behind to show the class what is a safe and respectful distance.

DIFFERENTIATION STRATEGIES

Enable

- Pair students who need more support with confident peers to practise responses together. Focus on one demonstration at a time (e.g., only "Footpath Follower") before moving to the next. Allow short check-ins ("What did we notice?").

Extend

- Encourage students to brainstorm different assertive phrases that are still polite and respectful. Example: "Could you please move back a little?" or "I'd feel safer if we left more space."
- After each demonstration, ask: "What could happen if someone *didn't* use an assertive voice?" Have students discuss or sketch a quick cause-effect diagram.

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Handout the student worksheet - *My Personal Space - Practice Situations*

Explain: In groups of 3, students work together to act out each of the scenarios:

Student assigned roles:

1. Student: sets and protects their personal space.
2. Traveller: walks, rides, sits or stands too close.
3. Observer: watches and gives feedback on how clearly and respectfully the phrases are used.

Consider the following adjustments:

Activity 1 – Partner Bubble

- Students with limited mobility can show their bubble by using hand signals, stretching just one arm, or pointing to an agreed space around them.
- Students with vision impairments can work with a partner to describe and gesture their bubble.
- Offer clear visual aids (e.g., a hoop or rope circle) to represent the bubble.

Activity 2 – Footpath Follower

- Students who use a wheelchair or mobility aid can demonstrate spacing by moving behind another wheelchair or a student walking slowly.
- If moving isn't possible, use chairs or markers to represent safe distance on a "path."

Activity 3 – Bus Seat Squash

- Students with mobility needs can participate by directing peers in the scenario if moving between chairs isn't comfortable.
- Use wheelchair spots (clearly marked areas) as part of the scenario to model inclusivity in real-life bus seating.

LESSON PLAN

Lesson 2: My Space and My Boundaries

Activity 4 – Risky Riding

- Students with limited mobility can use chairs or markers to simulate bike riding side by side.
- For those with sensory needs, use cones, ropes or tactile floor markers to show "too close" versus "safe spacing."

Activity 5 – Waiting in Line

- Students with wheelchairs or mobility aids can demonstrate line spacing using their chair.
- Use floor markers to support students who need visual cues for personal space.

Mention that students must swap roles so that every group member has a turn as the student, traveller, and observer for each activity.

Students complete the 'Write your own version' section for each scenario.

Together the group complete the 'Reflection' section for each scenario on their worksheet.

Teacher wanders the class providing assistance and exploring deeper understanding as required.

Reinforce the core message: *When we're aware of our surroundings, we can make safe choices for ourselves and everyone around us.*

DIFFERENTIATION STRATEGIES

Enable

- Allow extra teacher scaffolding for students who find social role-play challenging. e.g., practise the "Student" role with teacher first.
- Instead of writing full sentences, students can circle emojis to show how each person felt (😊 comfortable, 😞 uncomfortable) before discussing why.

Extend

- Ask students to invent an additional travel scenario showing a new boundary challenge (e.g., someone pushing in line or reaching across). They can act it out and teach their group.
- Encourage students to act as "**safe space coaches**" - observing other groups and providing constructive feedback using criteria (clear voice, respectful words, calm body).

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Reflect as a class on the *My Personal Space - Practice Situations* Worksheet.

Ask:

- *How does respecting our bubbles make travel safer?*
- *Why is it safer to respect personal space when travelling?*

Handout: *My Safe Space When Travelling* worksheet.

Students complete worksheet individually.

LESSON PLAN

Lesson 2: My Space and My Boundaries

DIFFERENTIATION STRATEGIES

Enable

- Give students the option to complete the worksheet with a partner or verbally answer each question individually with the teacher.

Extend

- Ask students to complete the worksheet in relation to what actions they can take to protect other people's space when travelling.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Share a Snapshot

Sitting in a circle. go around and ask students to share their poster or drawing from the *My Personal Space - Practice Situations* Worksheet

Write key words/phrases on the board.

DIFFERENTIATION STRATEGIES

Enable

- Give students the option to **show their drawing or poster without speaking**, or to have a partner read their reflection aloud.

Extend

- Ask students to connect today's learning to **other contexts**, e.g.: "How can we respect personal space during sport, games, or in the playground?"



LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

LESSON SUMMARY

In this lesson, students learn that being safe when walking or riding is also about being respectful to others. Safe travel means following rules that protect everyone, including stopping at crossings and giving space on shared paths. Students practise applying key road and path safety rules as well as explore protective behaviours such as holding a parent's hand, walking with friends and being alert to their surroundings.

Through videos, games and a travel simulation, students will practise making safe and respectful choices as pedestrians and bike riders, helping to create a community where everyone feels welcome and protected.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

3 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. 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.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students apply personal and social skills and strategies to interact respectfully with others. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

VC2HP4P10 Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S05 Strategies that support working independently and responsible decision-making.

VC2CP4O03 The importance of including others in activities, groups and games, and how this can be enabled.

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully



PRIOR KNOWLEDGE

- Students have experience walking, riding or being dropped off/picked up at school.
- Students are familiar with the idea of safe and unsafe travel situations.
- Students have learned about trusted adults and helpers in previous lessons.

VOCABULARY

Pedestrian – someone walking on a path or road.

Shared path – a path where both people walking and riding bikes can travel.

Protective behaviour – an action to keep yourself safe (e.g., holding hands with a parent, crossing at the lights).

Road crossing – the act of moving safely from one side of the road to the other.

Stop, Look, Listen, Think – four steps for safe crossing.

Helmet – protective gear to wear when riding.

MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or notebooks.
- [Traffic Light Game](#) - Instructions and cards set.
- [Safety and Respect Word Search](#) - Worksheet.
- Videos:
 - [Walk Safely to School - BTN](#)
 - [How to be a Safe Bike Rider - Transport Victoria](#)
 - [Transport Victoria - Signalised Pedestrian Crossings](#)



LEARNING OBJECTIVE

Students will understand and practise safe behaviours when walking or riding in their community. They will learn how to apply road and path safety rules, including how to cross roads in different situations, and demonstrate protective behaviours such as holding hands with a parent, walking with friends or stopping to check before crossing.

SUCCESS CRITERIA

- I can explain three safety rules for walking or riding.
- I can show how to cross a road safely using "Stop, Look, Listen, Think."
- I can demonstrate safe behaviour in a travel simulation.

TEACHING CONSIDERATIONS

- Ensure all examples are age-appropriate; reinforce that many year 3/4 students still travel with parents.
- Include examples for urban, suburban, and rural students (e.g., different types of crossings, riding on country roads vs shared paths).
- Be sensitive to different family travel arrangements (car, bus, walking, riding).

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

Enable

- Use visual aids and posters of crossing rules and helmets.
- Pair less confident students with buddies in the simulation.
- Provide role-play sentence starters (e.g., "Please stop there," "I need to wait for the green man").

Extend

- Students design a poster showing "The 5 Rules of Safe Walking and Riding."
- More confident students can help lead parts of the travel simulation, acting as crossing supervisors or bike riders.



USEFUL LINKS

- [Victoria Police - pedestrian and cyclist safety \(website\)](#)
- [Transport Victoria - Traffic Lights](#)
- [Transport Victoria - Pedestrians and Walking](#)
- [Transport Victoria - Crossing the Road Safely](#)
- [Vic Road Safety Education - Lesson Plan - Being a Safe Pedestrian](#)
- [Vic Road Safety Education - Lesson Plan - Rules and Choices](#)
- [Vic Road Safety Education - Lesson Plan - Stop-look-listen-think](#)



ASSESSMENT

- Contributions in brainstorming activities.
- Observation during the Traffic Light Game (understanding of safe/unsafe).
- Participation and demonstration in the travel simulation.
- Student reflections in journals: "Three ways I can keep safe when walking or riding."



LEARNING CONTINUUM

Focus: Understanding and practising safe, respectful behaviours when walking and riding; recognising shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how being safe when walking or riding is also about being respectful to others. They learn to recognise safe and unsafe behaviours, understand why rules exist to protect everyone, and practise applying protective behaviours such as stopping, looking, listening, thinking and sharing space responsibly.	Students identify a few simple safe and unsafe travel behaviours with support (e.g. wearing a helmet, holding a parent's hand). They show basic awareness of following rules and begin to notice when someone is being unsafe or disrespectful.	Students describe several safe and respectful travel behaviours and can explain how they help protect themselves and others. They begin to apply the "Stop, Look, Listen, Think" steps and show understanding that being respectful on paths and roads helps everyone stay safe.	Students confidently explain how safe and respectful choices support the wellbeing of the whole community. They apply protective behaviours independently, showing awareness of others' needs, promoting fairness, safety and inclusion during shared travel situations.

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of safety rules	1. Identify key safety rules for walking and riding.	1.0 No response or gives unrelated example.	1.1 Names one rule with prompting.	1.2 Lists two or more safety rules that match examples from the lesson.	1.3 Explains why the rules are important for keeping self and others safe.
Protective behaviours	2. Describe and apply protective behaviours when walking and riding.	2.0 No response or shows confusion about what protective behaviours are.	2.1 Names one protective behaviour (e.g. holding hands, walking with friends).	2.2 Describes when and why they would use protective behaviours.	2.3 Demonstrates use of protective behaviours in a game or role-play and explains how these behaviours help others feel safe and included.
Respectful travel choices	3. Identify ways to show respect when walking or riding.	3.0 No clear understanding of respect in travel situations.	3.1 Gives a simple example of respectful behaviour (e.g. saying "excuse me").	3.2 Describes more than one respectful choice and its positive effect.	3.3 Demonstrates respectful choices in activities and explains how being respectful supports fairness, inclusion and safety.
Decision-making and responsibility	4. Make choices that keep self and others safe.	4.0 Does not participate or gives unsafe suggestions.	4.1 Makes a simple safe choice when prompted.	4.2 Suggests safe options in everyday travel examples.	4.3 Chooses safe actions independently and reflects on how their decisions affect others.
Reflection and goal-setting	5. Set a personal goal for safe and respectful travel.	5.0 No goal or unclear response.	5.1 States a simple personal safety goal.	5.2 States a simple personal safety goal and describes how they will achieve their goal.	5.3 Shares their personal safety goal confidently and reflects on how their goal supports others' safety.

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Write WALKING and RIDING SAFELY on the board.

Ask: *How do you usually get to school?*

- Create a tally chart: walk, ride, bus, car, scooter, other.

Discuss: *Which mode of transport is the safest?*

Ask students to explain their reasoning.

Watch Video: [Walk Safely to School - BTN](#)

Pause and **brainstorm:**

- *What safe behaviours did you notice?*
- *What respectful choices did you notice?*
- *How did people share space with others?*

DIFFERENTIATION STRATEGIES

Enable

- Model how to tally results together as a class, calling out examples ("Who walks to school? Hands up!") and filling in the chart visibly to reinforce counting and comparison.

Extend

- Ask students Challenge to justify why one transport mode might be safer or more respectful, introducing reasoning words like because, therefore, if.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

Introduce the **Stop, Look, Listen, Think** rule.

Explain that the Stop, Look, Listen, Think (SLLT) rule helps us cross the road safely, especially when there aren't any marked crossings or traffic lights.

- *Protective behaviours starts with **being aware** of what's happening around us, such as people, places, sounds and feelings, and then **choosing** what to do next.*
- *When we Stop, Look, Listen, and Think, we take time to spot what's safe or unsafe before acting. For example, before crossing a road we **look** if cars are coming, **listen** for traffic and **choose** a safe moment to cross.*
- *Being respectful also means **being aware** of others on paths, giving space, sharing and slowing down for younger kids or adults with prams. When we are aware and choose carefully, everyone stays safe and feels respected.*

Write the following on the board:

1. **Stop** a little back from the edge of the road.
2. **Look** both ways (left, right, and all around) to see if any cars are coming.
3. **Listen** carefully for cars, bikes or anything else on the road.
4. **Think** - is it safe to cross now? Only go when you're sure it's safe.

Emphasise that we should follow this rule when crossing at the lights as well, even though there are signals to help us.

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

Help students link the SLLT rule to everyday travel by explaining that the same attention we use for crossing a road also keeps us safe when crossing with traffic lights or riding.

Share the following rhyme and say it together as a class:

Stop at the edge, feet on the ground.

Look right and left, eyes spinning around.

Listen for vehicles, for horns or a bell.

Think to yourself, "Is it safe? Can I tell?"

Tell the class you will watch two short videos that show crossing and safe riding in real situations.

Ask them to watch for simple rules and attitudes they can use.

Watch Videos:

- [Transport Victoria - Signalised Pedestrian Crossings](#)
- [Transport Victoria - How to be a Safe Bike Rider](#)

Highlight the 5th Rule in the 'How to be a Safe Bike Rider' video (0:60 sec mark) – *Having a safe riding attitude.*

Lead class discussion with these quick questions:

- *What is the most important safety equipment when riding?* (Answer: The rider!)
- *Why do we need rules when walking or riding?*
- *What could happen if we didn't share paths respectfully?*

Emphasise being respectful of others also helps keep everyone safe, not just you.

Explain: *Safe and respectful go together like fish and chips. When you're kind and careful, you help everyone - including yourself - have a happier, safer journey.*

DIFFERENTIATION STRATEGIES

Enable

- Have students physically act out each step as the teacher models it (Stop = freeze, Look = turn head, etc.). Use repetition and choral speaking of the rhyme to aid memory.

Extend

- Students create a new verse or rhyme for an additional safety or respect rule (e.g., "Ring your bell before you ride past").

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

3

LESSON PHASE: Guided Practice



TIMING: 10 mins

The Traffic Light Game

See instructions on provided document – [Traffic Light Game \(Teacher Instructions\)](#)

Brief overview:

Hold up photos (supplied), one at a time, and asks students to identify the behaviour as safe (respectful) or unsafe (disrespectful). Students hold up a green card or give a 'thumbs up' if they think it's a safe behaviour and hold up a red card or give a 'thumbs down' if they think it's an unsafe behaviour.

Examples:

- Riding with a helmet (green).
- Running across the road without looking (red).
- Saying "passing!" before overtaking on a shared path (green).
- Listening to loud music when crossing the road (red).

DIFFERENTIATION STRATEGIES

Enable

- Pair less confident students with supportive peers for the Traffic Light Game. They can discuss before choosing their colour card.

Extend

- After showing each image, challenge advanced students to justify their choice: "I think it's unsafe because..."
- Students sort photos into three categories instead of two: Safe, Sometimes Safe, Unsafe, discussing what makes some situations uncertain.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Safety and Respect Word Search

In pairs or individually, students locate the missing words in each sentence in the grid of letters (provided).

Note: Words are placed horizontally, vertically or diagonally, and some are written backward. Once found, students circle or highlight the word on the grid and tick it off the list. The objective is to find all the words to complete the puzzle.

Teacher wanders the room checking for understanding and deeper questioning.

DIFFERENTIATION STRATEGIES

Enable

- Provide a simplified word bank with visual icons for key terms (e.g., helmet, crossing, respect).
- Allow students to complete the word search in pairs, or provide sentence starters to help them use found words in oral sentences ("I use a _____ to stay safe").

Extend

- Ask students to write a short paragraph or create a comic using at least five of the words they found.
- Invite students to include both safe and respectful examples in their writing, explaining why each behaviour matters.

LESSON PLAN

Lesson 3: Walk Wise and Ride Respectfully

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Summarise: *Being safe also means being respectful. Holding hands, being aware, giving space on paths and asking politely helps everyone travel safely.*

Students complete a reflection activity in journals:

Write/draw 3 rules for safe and respectful walking/riding that they will practice this week.

Example prompts:

- "I will hold my parent's hand when crossing."
- "I will say 'passing!' when overtaking on a path."

Ask students to share their responses with another student or with the whole class.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to draw their three safe/respectful actions instead of writing them, using speech bubbles or step-by-step sequences.
- Create a calm reflection corner or circle time where students can share ideas verbally rather than writing.

Extend

- Ask students to design a mini poster or short role-play teaching younger students one of the safety rules.
- Have students set a personal goal ("This week I will model respect by...") and explain how they'll know they've succeeded.



LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

LESSON SUMMARY

In this lesson, students explore what it means to be a safe and supportive friend while travelling in their community. They learn that protective behaviours aren't just for keeping themselves safe - they also protect and support others. Through inclusive discussions, scenario-based games and creative activities, students practise how to look out for peers, speak up respectfully and include others in shared travel situations. They learn to recognise when someone might need help, such as feeling left out, unsure or unsafe, and how to respond with kindness and responsibility. The lesson emphasises diversity and inclusion, encouraging students to notice and support peers who may have different needs, backgrounds or ways of communicating. By designing their own "Safe Travel Friend" badges and pledges, students commit to using protective behaviours to create safer, more inclusive journeys for everyone.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3-4



LESSON NUMBER

4 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. 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.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students apply personal and social skills and strategies to interact respectfully with others. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P05 Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S05 Strategies that support working independently and responsible decision-making.

VC2CP4O03 The importance of including others in activities, groups and games, and how this can be enabled.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices



PRIOR KNOWLEDGE

- Students understand the concept of trusted adults and safe places.
- Students have explored personal boundaries and protective behaviours.
- Students have experience travelling with peers or in groups.

VOCABULARY

Safe friend – someone who helps others feel safe and supported.

Inclusive – making sure everyone feels welcome and involved.

Speak up – using kind and clear words to help or protect others.

Peer support – helping friends when they need it.

Protective behaviour – actions that help keep you and others safe.

MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or notebooks.
- [Safe Friend \(Travel Dilemma\) Scenario Cards](#)
- [Friendship Footprints worksheet](#)
- Video: [Bruno Mars - Count on Me \(Official Lyric Video\)](#)



LEARNING OBJECTIVE

Students will learn how to be a safe and supportive friend while travelling. They will explore how to look out for others, speak up respectfully and include peers in shared travel situations. They will practise protective behaviours that promote kindness, responsibility and peer safety, recognising that being a safe friend means protecting others, especially those who may feel left out, unsafe or unheard.

SUCCESS CRITERIA

- I can describe what a safe friend does while travelling.
- I can explain how to support someone who feels unsafe or left out.
- I can act out ways to include others and speak up respectfully.
- I can identify protective behaviours that help me and others stay safe.
- I can recognise when someone might need extra support and include them in safe ways.

TEACHING CONSIDERATIONS

- Be mindful that students may travel in different ways - some independently, others with carers or support workers. Ensure examples reflect walking, riding, public transport, and assisted travel (e.g., mobility aids, interpreters).
- Avoid assumptions about who students travel with or what "normal" looks like.
- Some students may have experienced exclusion, bullying, or unsafe travel situations. Frame discussions around empathy and empowerment, not blame or shame.
- Encourage students to notice not just their own early warning signs, but also signs that a peer might need help (e.g., withdrawn body language, nervous expression, silence).
- Be aware of friendship groups and social hierarchies. Use mixed pairings or small groups to foster inclusion and reduce cliques during activities.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

Enable

- Use illustrated cards or picture sequences to model safe friend behaviours. Allow students to point, match, or describe.
- Offer pre-drawn badge outlines with symbols and slogans to colour and label.
- Pair students with supportive peers during group work and freeze-frame activities.

Extend

- Design posters encouraging safe friendship during travel. Include slogans like "Kindness on the Move" or "We've Got Each Other's Back."
- Write a short story or script where a character uses protective behaviours to support a peer. Reflect on how it changed the outcome.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 3-4](#)

Topic #2 – Personal and Cultural Strengths

Activity #1: How we use our personal and cultural strengths

Activity #3: Using strengths to grow respect

Activity #4: Using our strengths in different situations

Activity #5: Respect for diversity



ASSESSMENT

- Completed "Friendship Footprints" worksheet with thoughtful peer support strategies.
- Designed "Badge of Honour" with inclusive protective behaviour.
- Contributions to scenario discussions and freeze-frame activities.
- Verbal reflection during circle time.



LEARNING CONTINUUM

Focus: Understanding and practising protective behaviours by being a safe and supportive friend when travelling; recognising and responding to peers' needs to promote safety, inclusion and wellbeing for all.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how to be a safe and supportive friend when travelling in their community. They learn that protective behaviours help keep everyone safe, and that kindness, inclusion and speaking up with a brave voice are key to creating safe, shared journeys.	Students identify what a safe friend looks and sounds like with teacher support. They name one or two simple actions (e.g. helping, waiting, asking if someone is okay) that show kindness or help others feel safe. They begin to recognise when someone might need help and understand that telling an adult is part of being a safe friend.	Students describe several ways to be a safe and supportive friend when travelling. They can explain how actions such as including others, speaking kindly, or seeking help protect and support peers. They begin to connect protective behaviours with fairness, inclusion and responsibility for others' safety.	Students confidently explain how being a safe friend promotes inclusion, wellbeing and community safety. They demonstrate protective behaviours independently and suggest ways to support peers with different needs. They use a brave voice to act or speak up respectfully.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of protective behaviours	1. Describe what a 'safe friend' does when travelling.	1.0 No response or unclear idea of what a safe friend is.	1.1 Identifies one simple behaviour of a safe friend when prompted (e.g., "helps someone").	1.2 Describes several actions or words a safe friend might use to keep others safe and included.	1.3 Explains how being a safe friend helps protect and support others, connecting to wellbeing and safety outcomes.
Application of inclusion and empathy	2. Recognise and describe ways to support peers who feel unsafe or left out.	2.0 No relevant suggestion or shows limited awareness of others' feelings.	2.1 Names one way to help a peer with teacher support (e.g., "ask if they're okay").	2.2 Describes actions that show empathy or inclusion (e.g., "invite them to walk with me" or "tell a teacher").	2.3 Explains how their action can change how someone feels or make travel safer for everyone.
Understanding of protective behaviours and brave voice strategies to help self and others	3. Demonstrate ways to speak up respectfully or seek help.	3.0 Does not participate or gives unrelated response.	3.1 Suggests a basic way to tell someone or speak up when prompted.	3.2 Shows or describes a respectful way to use their voice to support themselves or a peer.	3.3 Explains why speaking up or telling a trusted adult is a protective behaviour that supports community safety.
Personal and social capability	4. Suggest and commit to an action that promotes safe and inclusive travel for all.	4.0 No suggestion or off-topic response.	4.1 Suggests a simple action they could take (e.g., "wait for someone").	4.2 Describes a realistic and inclusive action and its positive effect on others.	4.3 Proposes and justifies a specific, inclusive action and explains how it supports diversity, respect and peer safety.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Play video [Bruno Mars - Count on Me \(Official Lyric Video\)](#) to set a warm, positive tone.

Introduce the idea that being kind and reliable helps everyone feel safer when travelling.

Explain that today we'll link the song's message about friendship to encourage everyone to be brave and use our voices and protective behaviours to keep ourselves and each other safe when travelling.

Reinforce: *When we're **aware** of what's happening around us, such as people, places, sounds and feelings, we can make **safe choices** and speak up for ourselves and others.*

Brainstorm: What kinds of minor problems or challenges can happen when we travel to and from school or elsewhere in our community, that stop us being safe or having fun?

Record a list on the board.

Examples:

- **Walking**
 - Arguing with a friend about which way to walk
 - A group leaving someone out when walking together.
 - A dog barking or running up unexpectedly
 - Strong winds making it hard to ride or walk.
 - Sudden rain and no raincoat.
- **Bike Riding**
 - A bike chain comes off or tyre goes flat on the way.
 - Friends daring each other to go too fast or do tricks.
 - Sharing a narrow path with walkers and prams or dogs.
 - A bag or scooter left in the way.
 - Loose gravel, potholes or uneven paths making it hard to ride
- **Public Transport**
 - Feeling squashed or uncomfortable on a crowded bus.
 - Someone being noisy, rude or pushing to get on.
 - A stranger trying to start a conversation.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with printed lyric excerpts or key phrases from Count on Me with simple icons (e.g., heart = kindness, helping hand = support).

Extend

- Ask why do students think being kind and reliable makes travel safer? Encourage deeper reasoning that connects friendship behaviours to community wellbeing.
- Invite students to share real examples from their own travel experiences, explaining what they did and how it made others feel.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Introduce the idea of being a **Safe Friend** during travel.

Explain that just like we have trusted adults that we can rely on, we can also be a trusted peer or a safe friend that others can count on.

Write on the board: What does a safe friend look like, sound like and feel like?

Record student ideas under three columns. For example:

- **Looks like:** a helping hand, walking together, checking in, waiting for someone who's left behind.
- **Sounds like:** "Are you okay?", "Let's wait for them", "You can sit with us."
- **Feels like:** safe, included, supported, welcome.

Emphasise:

- Safe friends notice when someone might feel left out because of their ability, language, culture or confidence, and takes action to include them.
- A safe friend uses protective behaviours to keep others safe - not just themselves. This includes noticing early warning signs in others (e.g., someone looking nervous or unsure) and offering help or speaking up.
- Some friends may need extra support like help understanding directions, navigating steps or feeling confident to speak.
- Being a safe friend means noticing these needs and responding with kindness and respect. Sometimes this means being brave and standing up for others even though you may be the only one.

Friendship Footprints

Introduce the concept of 'Friendship Footprint' as a simple, visual metaphor.

Explain: *Imagine the places we go as a path everyone is walking on. When we do something that helps another person on that path, like asking if they're okay, giving them space or telling a trusted adult if something is wrong, we leave a Friendship Footprint. Footprints don't have to be big to help. Small, kind actions add up and make journeys better for everyone.*

Share these three clear examples:

1. **Quiet check-in:** "Are you okay?" – the footprint is that the person feels noticed/seen.
2. **Provide safe space:** Stepping to the side so someone can pass – the footprint is the path becomes easier to use and the person feels their personal space is respected.
3. **Tell an adult:** Letting a teacher or parent/carer know when someone seems lost – the footprint is that the person gets the right help, quickly.

DIFFERENTIATION STRATEGIES

Enable

- Provide scaffolded prompts such as:
"A safe friend looks like _____."
"A safe friend sounds like _____."
"A safe friend feels like _____."
- Students can complete these orally, with drawings or short phrases.

Extend

- Have students share an additional example of a "Friendship Footprint" not discussed by the teacher - explaining its impact on others' safety and feelings.
- Invite students to share real examples from their own travel experiences, explaining what they did and how it made others feel.

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Safe Friend (Travel Dilemma) Scenarios

Students work in pairs or small groups with scenario cards showing travel dilemmas. For example:

- someone is crying at the bus stop.
- someone is being teased.
- someone is lost.

Handout to each group 1-2 scenario cards (provided). Each group then:

1. Reads their dilemma card/s together.
2. Discusses the two questions on each card as a group.
3. Gets ready to share their ideas with the class
4. Act out a short role play showing a *safe and respectful response*.

Bring the class back together and invite a few groups to share or perform their role plays. Highlight examples where students:

- **Used a brave voice** to protect or support someone,
- **Showed kindness and respect**, or
- **Made choices that helped others feel safe and included.**

Finish by reminding students that being a *safe friend* means looking out for others, using your voice when something doesn't feel right and making choices that keep everyone safe on their journey to and from school.

Key message: Actions, like speaking up, waiting for friends, or asking for help can make a big difference in helping everyone feel protected and cared for.

DIFFERENTIATION STRATEGIES

Enable

- Pre-assign clear roles (helper, person needing help, bystander) and provide cue cards with key phrases such as "Are you okay?", "I can help you find a teacher."

Extend

- Ask students to add a twist to their scenario. For example, "What if your friend says, 'Don't tell anyone?'" Focus on protective behaviours reasoning around secrecy and bravery to challenge their friend.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Handout to each student a Friendship Footprints worksheet.

Inside the footprint, students write or draw one way they've been a safe friend during travel. For example:

- I waited for someone who was scared to cross the road.
- I invited someone to sit with me on the bus.

Around the footprint, students add words that describe how their actions made others feel. For example:

- Safe
- Included
- Happy
- Calm

LESSON PLAN

Lesson 4: Safe Friends and Brave Voices

Create a classroom "Path of Friendship" display by lining up the footprints to show how safe friends help others move forward safely.

Badge of Honour

Students design a badge for a "Safe Friend" with:

- A symbol (e.g., heart, shield, helping hand)
- A slogan (e.g., "Kindness Counts", "I've Got Your Back", "Safe Friends Unite!")
- One action they promise to take as a safe friend.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to draw their "Friendship Footprint" rather than write. They can label feelings with emojis or simple words.
- Provide pre-drawn badge outlines with optional words or symbols to trace or colour (e.g., heart, helping hand). Offer verbal prompts: "What could your badge mean?"

Extend

- Ask students to compose a short pledge using persuasive or expressive language, e.g., "As a Safe Friend, I will include everyone, even if they are different from me."
- Invite students to create a mini "Safe Friend" poster or digital message encouraging others to use brave voices - extending the concept to community advocacy.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Friendship Circle

Sit in a circle with a talking object.

Each student shares one way they've been (or plan to be) a safe friend during travel. For example:

- "I can wait for someone who's behind."
- "I can speak up if someone is being teased."
- "I can invite someone to sit with me."
- "I can help someone who uses a wheelchair."

Teacher Wrap-Up

- Reinforce: Safe friends notice when someone might feel left out or unsure and take action to include and support them.
- Protective behaviours help us look after ourselves and others - especially when someone needs help, feels unsafe or is treated unfairly.

DIFFERENTIATION STRATEGIES

Enable

- Students can choose to share *verbally*, by *showing their drawing*, or by having the teacher read their idea aloud for them.

Extend

- Ask students to respond to this prompt: "What's one new thing you learned today that you didn't know before?"



LESSON PLAN

Lesson 5: All Aboard with Safe Choices

LESSON SUMMARY

In this lesson, students learn how to travel safely and respectfully on **public transport**. They explore protective behaviours that help keep themselves and others safe, such as standing behind the yellow line at train stations, holding on when standing, letting others off before boarding and looking carefully before stepping off a tram. The lesson also introduces the idea that travelling with peers can sometimes be tricky, especially when others are behaving unsafely or disrespectfully. Students learn that they don't have to follow unsafe behaviour and that making safe choices, even quietly or independently, is a brave and respectful action. Through guided discussions, scenario challenges and creative activities, students practise recognising safe choices and respectful actions in shared public transport spaces.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

5 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. 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.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students apply personal and social skills and strategies to interact respectfully with others. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

VC2HP4P10 Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S04 Strategies that support persistence and adaptability when faced with challenging situations and change.

VC2CP4O02 How similarities and differences can affect relationships, and when and how behaviour and attitudes should be modified.

LESSON PLAN

Lesson 5: All Aboard with Safe Choices



PRIOR KNOWLEDGE

- Students understand the concept of trusted adults and safe places.
- Students have explored personal boundaries and protective behaviours.
- Students have experience travelling with peers or in groups.

VOCABULARY

Protective behaviour – actions that help keep you safe (e.g., sitting near the driver, staying with your group).

Respectful behaviour – actions that show kindness and care for others (e.g., using quiet voices, giving people space).

Public transport – buses, trains, trams used by everyone.

Early warning signs – body clues that something doesn't feel right (e.g., butterflies, shaky hands).

Safe stop – a place where you can go or wait safely if something goes wrong.

Safe travel actions help protect us and others from harm or accidents.

Respectful travel actions help everyone feel comfortable, included, and cared for in shared spaces.

MATERIALS REQUIRED

- Whiteboard and markers.
- Student journals or notebooks.
- [What Would You Do If...? Cards](#)
- [Aware Wolf Quiz - Transport Victoria - Aware Wolf Quiz](#)
- Videos: [Aware Wolf - Public Transport Victoria Videos](#)



LEARNING OBJECTIVE

Students will identify and demonstrate safe and respectful behaviours when using or moving around public transport, understanding that being aware, making safe choices, and showing respect help keep themselves and others protected in shared spaces. Reviewing and completing the Transport Victoria *Aware Wolf Quiz* will build confidence in keeping themselves and others safe and comfortable while travelling.

SUCCESS CRITERIA

- I can describe respectful behaviour on public transport.
- I can explain protective behaviours I can use when travelling by bus, train or tram.
- I can identify what to do if I feel unsafe or unsure while travelling.
- I can include and support others during shared travel experiences.

TEACHING CONSIDERATIONS

Use inclusive examples: Some students may travel with carers, support workers, or use mobility aids. Include diverse travel experiences in discussions and visuals.

Be mindful of anxiety: Some students may feel nervous about public transport. Validate these feelings and offer strategies for confidence.

Model respectful language: Reinforce kind, clear communication, especially when discussing what to do if someone is bothering others.

Protective behaviours = peer safety: Emphasise that protective behaviours help us stay safe and help others feel safe too.

Use real-world language: Refer to actual bus stops, train stations and tram routes familiar to students in your region.

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

Enable

- Use illustrated cards showing public transport situations (waiting at a stop, boarding a bus, someone feeling unsure). Students short or discuss which choices help keep everyone safe.
- Provide prompts such as "A safe choice on the bus is...", "If someone feels unsafe, I could...", or "A helpful passenger would...". Students can respond orally, with drawings or short phrases.
- Model a simple travel scenario first (e.g., someone being left behind or unsure where to sit) and practise possible responses together before students try independently.

Extend

- Present more complex situations (e.g., a crowded bus, missing a stop, someone bothering another passenger) and ask students to explain multiple safe choices and why they work.
- Students design a short guide for younger students showing how to make safe choices when using buses, trams or trains.
- Students create their own "What would you do?" travel scenario cards and challenge classmates to suggest protective and respectful responses.



USEFUL LINKS

- [Transport Victoria - Education Resources for schools and teachers](#)
- [Transport Victoria - Aware Wolf Resources for schools and teachers](#)
- [Transport Victoria - Minecraft Resources \(safe crossing around trains and trams\)](#)
- [Road Safety Education Vic - Additional Resources \(public transport teachers hub\)](#)
- [Road Safety Education Vic - Education Programs and Resources \(Primary School\)](#)
- [Public Transport Safety website - vic.gov.au](#)
- [Metro trains- rail safety program for schools](#)



ASSESSMENT

- Contributions to scenario discussions from *What would you do if? Cards*
 - Role play and modelling involvement during class discussions.
 - Verbal reflection during circle time.
-

LESSON PLAN

Lesson 5: All Aboard with Safe Choices



LEARNING CONTINUUM

Focus: Understanding and practising protective and respectful behaviours when using public transport; recognising shared responsibility for everyone's safety and wellbeing.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how to travel safely and respectfully on public transport. They practise protective behaviours and respectful actions, developing the skills to make safe choices and support the safety and wellbeing of themselves and others in shared travel spaces.	Students begin to recognise that being safe on public transport means following rules and showing respect for others. With support, they identify a few safe and unsafe behaviours (e.g., standing behind the yellow line, letting others off first).	Students describe protective and respectful behaviours that help keep themselves and others safe. They can explain why these behaviours matter and begin to apply Aware Wolf's message — "Listen up, look around, be aware" — in familiar situations.	Students confidently apply protective and respectful behaviours and explain how their choices support safety, inclusion, and respect for everyone. They show awareness of shared responsibility and model safe, caring travel behaviour with peers.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of Protective Behaviours	1. Describe protective behaviours that help keep themselves and others safe when using public transport.	1.0 No response or shows no understanding of protective behaviours.	1.1 Names one basic protective behaviour with teacher support (e.g., "stand behind the yellow line").	1.2 Describes one or two protective behaviours and gives a simple reason why they help keep people safe.	1.3 Explains and connects multiple protective behaviours to wider ideas about safety, responsibility, and awareness in shared spaces.
Understanding of Respectful Behaviour	2. Identify and explain respectful behaviours that contribute to safe and positive travel experiences.	2.0 No response or irrelevant example given.	2.1 Gives a simple example of respectful behaviour (e.g., "let others off first").	2.2 Describes several respectful behaviours and explains how they help others feel comfortable or included.	2.3 Explains how respectful behaviour builds a caring, safe community and supports everyone to travel confidently together.
Decision-Making and Help-Seeking	3. Recognise unsafe or disrespectful situations and identify what to do or who to ask for help.	3.0 Unable to identify unsafe situations or what action to take.	3.1 Gives a simple example of what to do in an unsafe situation when prompted (e.g., "tell an adult").	3.2 Identifies a range of unsafe or disrespectful scenarios and suggests a suitable protective action or help-seeking strategy.	3.3 Explains why their chosen action or help-seeking response is appropriate and how it supports both personal and peer safety.

* continued overleaf

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Critical and Creative Thinking	4. Apply Aware Wolf's message ("Listen up, look around, be aware") to make safe choices in peer-pressure situations.	4.0 No attempt to apply Aware Wolf's message.	4.1 Identifies one element of the message (e.g., "look around") but does not link it to choice-making.	4.2 Applies Aware Wolf's message to describe what they would do in a specific situation.	4.3 Integrates all three elements to justify a safe and respectful decision when faced with social or situational pressure.
Personal and Social Capability	5. Suggest inclusive and respectful actions they can take to support safe travel for themselves and others.	5.0 No suggestion or unclear idea provided.	5.1 Gives a simple or general idea (e.g., "help others").	5.2 Describes a realistic and inclusive action that supports safety or respect for others (e.g., "help a friend who feels nervous").	5.3 Proposes and explains an inclusive action that demonstrates care in shared travel spaces (e.g., "create a class poster to remind others how to be safe and kind").

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Transport Talk

Explain: Lots of us catch buses for school trips and sometimes take trains or trams to places in our community. We often travel with our families, but we share buses, trains and trams with lots of other people. That's why it's important to remember to be safe and respectful when we use public transport or when we walk or ride near train stations and tram stops.

Introduce Public Transport Victoria's Safety Superhero - **Aware Wolf**.

Share: Today we're going to meet a very special superhero known as Aware Wolf!

Aware Wolf's mission is to help young people stay **safe** and **respectful** when using and moving around public transport. He teaches us how to be aware of what's happening around us, make smart choices and keep ourselves and others safe on and around buses, trains and trams.

Let's watch and see what safety tips Aware Wolf has for us!

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

Show 3 short videos: [Aware Wolf - Public Transport Victoria Videos](#).

Ask:

- What is Aware Wolf's main message?
- What did Aware Wolf remind us to do?
(Answer: Listen Up, Look Around, Be Aware!)

Reinforce: *When we Stop, Look and Listen, we become aware of what's happening around us. That helps us to make **safe choices** for ourselves and others.*

DIFFERENTIATION STRATEGIES

Enable

- Provide a sentence starter. For example:
"Aware Wolf reminds us to _____."

Extend

- Invite students to create an extra "rule" or poster for Aware Wolf that focuses on safety and respect (e.g. "Be calm, be kind, be careful!"). Ask them to justify why it belongs in the superhero's safety guide.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Safe and Respectful Travel

Explain: *Along with 'Listening Up, Looking Around and Being Aware', it is also important for us to be respectful. When we travel in ways that are both safe and respectful, we help make our community a caring, calm and safe place for everyone. Being respectful isn't just about using good manners - it's also about caring for other people's safety. For example, waiting your turn to get on a bus or keeping to the left on a path helps stop accidents and makes others feel comfortable and respected.*

Draw on the board, two columns and label them:

1. Safe Travel Actions 2. Respectful Travel Actions

Write on the board the following examples under each heading - in relation to travelling on public transport.

Discuss each point to identify - Why is it safe? or Why is it respectful?

Safe Travel Actions

- Standing behind the yellow line at the train station.
- Looking both ways for traffic before getting off a tram.
- Crossing train tracks at designated crossing sites.
- Not using your phone as you cross a railway track.

Respectful Travel Actions

- Using quiet voices on buses, trams and trains.
- Letting people get off the bus/train/tram before you get on.
- Saying "excuse me" when moving past others.
- Putting your bag on your lap or under the seat so others don't trip over it.

Ask students:

- Which examples do you think could be both safe and respectful?
- What happens when people forget to be safe or respectful?

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

Model the following scenarios inviting a few students to assist with role playing these safe and respectful behaviours:

Bus Safety

- Waiting calmly at the stop - don't push or crowd.
- Letting others off before getting on a bus.
- Sitting down quickly and keep bags out of the aisle.
- Staying seated until the bus stops completely.

Train Safety

- Standing behind the yellow line while waiting.
- Letting passengers off before boarding.
- Stepping carefully over the gap between train and platform.
- Keeping feet and bags clear of walkways and train doors.

Tram Safety

- Waiting well back from the road on the path.
- Making sure all cars have stopped before stepping onto the road.
- Being aware of cars when crossing the road after getting off.
- Staying seated or holding on if standing.

Discuss who is showing protective and respectful behaviours and how their actions affect others.

DIFFERENTIATION STRATEGIES

Enable

- Provide picture cards of different public transport situations as well (e.g., bus stop crowding, tram crossing). Students hold up "SAFE", "RESPECTFUL", or "BOTH" cards as teacher discusses.

Extend

- Invite students to generate new examples not yet listed on the board, particularly ones relevant to their own travel experiences.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain: *We're going to imagine we're out in the community using buses, trams and trains. Sometimes things can happen that make us stop and think about what's safe and respectful. In these tricky situations we need to be aware and make a safe choice.*

Remind students of the Aware Wolf message: **Listen up, look around, be aware**, and then make a safe choice!

Using the *What would you do if? Cards* (provided), read one scenario aloud to the whole class and discuss a suitable response together. For Example:

- *You're standing on a crowded bus. How do you stay safe?*

Teacher says, *"I would hold onto a rail or seat and keep my bag close so others don't trip. That's a safe choice because it keeps my body protected and is respectful because it gives others space."*

Write and **use** a few of these sentence starters on the board to model alternative responses:

- "I would..."
- "A safe choice is..."
- "I could ask..."

Distribute the scenario cards amongst the class (printed or displayed on the screen).

Allow students 2–3 minutes to discuss in pairs or small groups what they would do.

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

Encourage students to use the sentence starters to explain their actions clearly.

Circulate and **prompt** deeper thinking with questions like:

- How would that choice help you stay safe?
- Would that choice also be respectful to others?
- Is there another way you could respond?

DIFFERENTIATION STRATEGIES

Enable

- Pair less confident students with a supportive partner and give them "choice cards" (e.g. three visual options for what they could do). Ask them to select one and explain why it's safest.

Extend

- Ask students to create their own travel dilemma card that includes both a challenge and a peer pressure element. They then swap cards with another group to solve.
- Introduce students to Transport Victoria's rail-safety Minecraft resource here: Transport Victoria - [Minecraft Resources \(safe crossing around trains and trams\)](#) that supports students to be safe around public transport.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Are You Aware? Aware Wolf Quiz Challenge

Explain: Now it's time to put your safe and respectful travel knowledge to the test! We're going to complete the **Aware Wolf Quiz** from Transport Victoria. The quiz helps us remember the most important messages about being aware and making safe choices on and around public transport.

Instructions and Options:

Share this link to the [Aware Wolf Quiz - Transport Victoria - Aware Wolf Quiz](#).

Note: The quiz is timed, but there's no need to rush the students. Some will be quick readers, and some will take a bit longer.

- **Option 1:** Complete the quiz **together as a class**, or in **small groups** depending on confidence and reading level. You may choose to read each question and the multiple-choice answers aloud for everyone.
- **Option 2:** Allow students who are confident readers to complete the quiz on their own and even try it a few times to improve their time or score.

Remind students: This isn't about being the fastest. It's about being aware and making the safest choices.

After the quiz, review the answers together and celebrate the class's safe and smart thinking.

Ask students to write or draw one new thing they learned about staying aware on public transport.

DIFFERENTIATION STRATEGIES

Enable

- Show students screenshots of the questions or printed copies of each question so they can read at their own pace and discuss the options with a partner before choosing their answer.

Extend

- Invite students to write a new question for the Aware Wolf Quiz (with three answer options). They can test it on a peer and explain which answer is correct and why.

LESSON PLAN

Lesson 5: All Aboard with Safe Choices

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Summarise: *Public transport is a shared space. Protective behaviours help us stay safe and respectful actions help others feel safe too. Being a safe traveller means looking out for others, trusting your instincts and using your safety network when needed*

My Travel Promise Circle

Each student shares one protective and respectful behaviour they will use next time they travel on public transport. For example:

- "I will give people space on the bus."
- "I will sit near the driver if I feel unsure."
- "I will help a friend who feels nervous."
- "I will let others off before I get on."

DIFFERENTIATION STRATEGIES

Enable

- Provide a visual "promise bank" with sentence starters and icons (e.g. "I will keep my bag on my lap or under the seat").

Extend

- Invite students to help collect everyone's promises and turn them into a "Class Travel Charter" poster. They can then group promises under Safe, Respectful and Both, and write a headline message.



LESSON PLAN

Lesson 6: The Final Step – Safe Travel Planning

LESSON SUMMARY

In this final lesson, students bring together everything they have learned about protective behaviours, safe travel choices and respectful actions. They will create their own Safe Travel Plan showing how they can travel safely and respectfully between home, school and their community. Students reflect on what they've learned about safe people, personal boundaries, being a supportive friend, being aware of their surroundings and making safe choices when walking, riding or using public transport. By designing a plan that includes safe routes, trusted adults, respectful behaviours and protective strategies, students demonstrate growing independence and confidence as respectful travellers.

SEQUENCE TITLE: Protective Behaviours - Pathways to Staying Safe



LEVELS

Years 3–4



LESSON NUMBER

6 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 6: The Final Step – Safe Travel Planning

Creating a Safe Social Space for Participation and Learning



In line with delivery of respectful relationships education, it's important to ensure that discussions about safe and unsafe situations happen in a supportive, caring classroom environment. 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.

Staff should practise protective interrupting as part of their safeguarding responsibilities. If a student begins to share personal, traumatic, or sensitive information (such as abuse) in front of others, the teacher should calmly and respectfully interrupt where necessary to protect the child's privacy and wellbeing. For example, you might say, "Thank you for contributing, but I think we need to stop there. I'll follow up with you later."

It is essential to follow up with the student afterwards in a private setting. Reassure them that they have not done anything wrong and thank them for speaking up. Ask if there is anything they would like to talk about further, and gently remind them that if they share information indicating they may be unsafe, you have a duty to report this in line with safeguarding procedures.

This approach should be used consistently alongside other protective strategies, such as encouraging students to use "my friend" statements (for example, "My friend once..." or "Someone I know...") instead of sharing personal details. This allows students to explore ideas with greater emotional distance. Providing a question box for private queries or concerns after the lesson can also help students seek support safely.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 4, students apply personal and social skills and strategies to interact respectfully with others. They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

Personal and Social Capability:

By the end of Level 4, students explain a range of ways to support themselves and others in personal and social contexts, including consideration of the outcomes of behaviour and actions. They explain the importance of inclusion, collaboration and different perspectives in different contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP4P04 Select, use and refine personal and social skills to establish, manage and strengthen relationships.

VC2HP4P08 Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community.

VC2HP4P10 Investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP4S02 Strategies for providing peer support, an extended range of help-seeking and other productive coping strategies, and when and how to use them.

VC2CP4S04 Strategies that support persistence and adaptability when faced with challenging situations and change.

LESSON PLAN

Lesson 6: The Final Step – Safe Travel Planning



PRIOR KNOWLEDGE

- Explored key protective behaviours and travel safety concepts through previous lessons, including:
 - identifying safe people and places,
 - understanding personal boundaries and the concept of personal space,
 - learning how to make safe and respectful travel choices when walking, riding, or using public transport,
 - practising using a brave voice to protect themselves or others, and
 - exploring how to be a safe and supportive friend.
- Students are now ready to bring all their learning together to design their own Safe Travel Plan, demonstrating how they can use protective behaviours to travel confidently, respectfully and safely in their community.

VOCABULARY

Protective behaviours – actions or choices we use to keep ourselves and others safe, such as saying no, walking away, or telling a trusted adult.

Trusted adults – grown-ups we can count on to help us feel safe, listen to us and take action if we need help (like parents, carers, teachers, crossing supervisors or neighbours).

Boundaries – invisible lines that show what feels safe and comfortable for our body and personal space.

Safe routes – the paths, roads or ways we choose that help us get to places safely.

Brave voice – using our voice in a strong, clear way to speak up when something doesn't feel right or when someone needs help.

Respect – treating people, places and things with care and kindness.

Safe choices – decisions that keep us and others out of danger, like waiting for the green light or walking on the footpath.

Independence – being able to do things on our own safely and make good decisions.

Respectful traveller – someone who looks out for others, follows the rules, and makes everyone feel safe and welcome when walking, riding or using transport.

MATERIALS REQUIRED

- Whiteboard and markers.
- Coloured pencils/markers
- [Visual Map of Unit Lessons](#)
- [Safe Travel Map](#) – Teacher Example
- [Safe Travel Plan](#) – Brainstorm Worksheet
- [My Safe Travel Map](#) – Blank Student Templates



LEARNING OBJECTIVE

Students will consolidate their understanding of protective behaviours and respectful travel by creating a Safe Travel Plan that identifies safe routes, trusted adults, respectful actions and protective strategies for travelling between home, school and their community.

SUCCESS CRITERIA

By the end of this lesson, students can:

- Identify safe routes, people and places in their local area.
- Describe ways they can use a brave voice and make protective choices.
- Explain what respectful travel looks like and how it helps others feel safe.
- Create a personalised Safe Travel Plan that shows confidence and independence as a respectful traveller.

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TEACHING CONSIDERATIONS

- Ensure students have access to a range of examples reflecting metro and regional travel (e.g., trams, crossings, school buses, country roads).
- Use inclusive language and visuals to support students with diverse experiences and needs.
- Reinforce that being an independent traveller doesn't mean being alone. Safe people and helpers are always available.
- Encourage students to consider how their actions affect others, linking safety with empathy and respect.
- Allow time for sharing and celebrating students' final plans to promote ownership and pride.

Enable

- Provide sentence starters, picture cards, or guided examples for students who need help expressing ideas.
- Pair students strategically to support collaborative thinking.
- Offer pre-drawn map templates or visual scaffolds (e.g., icons for safe people, crossing points, helpers).
- For EAL/D learners, use visuals, key word cards, and modelling to clarify concepts like brave voice or respectful traveller.

Extend

- Students design a "Safe Travel Tips for Younger Students" poster, video or slideshow.
- Invite students to include environmental or community ideas (e.g., walking groups, buddy systems, kindness on the bus).
- Challenge advanced learners to identify possible travel risks and outline protective responses in their plan.



USEFUL LINKS

- [Bike Ed Unit 2 Lesson 9 Route planning and hazards](#)
- [Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 3-4](#)
- [Transport Victoria - Education Resources \(Road Safety\)](#)
- [Road Safety Education Victoria Website](#)
- [Public Transport Safety website - vic.gov.au](#)



ASSESSMENT

- Observation of group and class discussions.
 - Review of completed Safe Travel Plans for understanding of safe and respectful behaviours.
 - Oral reflection or exit ticket: "One way I can be a safe and respectful traveller is..."
 - Evidence of critical and creative thinking in how students identify helpers, routes, and respectful behaviours.
-

LESSON PLAN

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LEARNING CONTINUUM

Focus: Bringing together protective behaviours learning to plan and apply safe, respectful and inclusive travel practices in the local community; recognising how individual actions support the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students consolidate their protective behaviours learning by planning a safe and respectful journey in their local community. They draw on knowledge from previous lessons about safe people and places, boundaries, brave voices, safe choices and respect for others.	Students identify a few protective behaviours they have learnt across the unit and use them with support to plan a simple, safe journey. They name trusted adults and safe places on their route and can describe one or two safe choices (e.g. walking with a friend, stopping at crossings).	Students combine several protective behaviours to design a Safe Travel Plan that shows how they can travel safely and respectfully in their local area. They explain how their actions—such as using a brave voice, following rules, and helping others—support safe, inclusive travel.	Students apply all protective behaviours independently to plan and explain a safe and respectful journey in their community. They justify their choices, showing understanding of how safety, respect and inclusion are connected.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of protective behaviours	1. Identify key protective behaviours that support safe travel.	1.0 No response or unrelated comment about travel.	1.1 Names one protective behaviour with teacher prompting (e.g., "safe choices" or "trusted adults").	1.2 Describes how one or two protective behaviours help them travel safely (e.g., "using a brave voice if I feel unsafe").	1.3 Explains how protective behaviours connect to feeling safe, confident and respectful when travelling
Application of safety knowledge	2. Create a personal Safe Travel Plan that identifies safe people, places and choices.	2.0 No map or missing key features.	2.1 Includes some relevant details (e.g., home, school, one safe person) with support.	2.2 Clearly identifies several safe people, places and choices that show awareness of travel safety.	2.3 Presents a detailed, realistic plan showing awareness of different travel contexts and protective behaviours.
Understanding of respect and inclusion	3. Explain how respectful behaviours help everyone feel safe while travelling.	3.0 No mention of respect or irrelevant example.	3.1 Gives a simple example of respectful behaviour (e.g., "helping others on the bus").	3.2 Describes how respectful behaviour makes others feel safe or included.	3.3 Explains how respect, empathy and safety are connected when travelling in the community.

* continued overleaf

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Decision making and problem solving	4. Describe how to use a 'brave voice' or make a safe choice in tricky travel situations.	4.0 No example or vague response.	4.1 States that they would tell an adult or walk away if unsafe .	4.2 Describes how to use a brave voice or choose a safe action in a specific situation.	4.3 Explains why that choice keeps themselves and others safe, linking it to protective behaviour principles.
Personal and social capability	5. Suggest actions to support safe and respectful travel for all.	5.0 No suggestion or unclear idea.	5.1 Suggests a simple action (e.g., "follow the rules").	5.2 Suggests a realistic action that supports both their own and others' safety (e.g., "wait for younger kids to cross first").	5.3 Proposes an inclusive action and explains how it helps others feel respected and safe in their community.
Reflection and connection-making	6. Reflect on what they have learnt about being a safe and respectful traveller.	6.0 No reflection or off-topic statement.	6.1 Completes one sentence about being safe or respectful with prompting.	6.2 Describes what they have learnt about keeping themselves safe when travelling.	6.3 Reflects on how their actions can help others feel safe and confident when travelling together.

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

What Have We Learnt on Our Protective Behaviours Journey?

Display a simple visual map (provided) showing each previous Unit lesson (e.g., *Safe People & Places* → *My Space & Boundaries* → *Walk Wise & Cycle Safe* → *Safe Friends & Brave Voices* → *All Aboard with Safe Choices* → *The Final Step*).

As a class, revisit the main message from each lesson.

Ask:

- *What protective behaviours did we learn in this lesson?*
- *How do these help us stay safe and respectful when we travel?*

Record key words or phrases that are repeated on the board. For example:

- trusted adults
- brave voice
- safe routes
- respect
- boundaries
- helping others
- being alert
- safe choices

LESSON PLAN

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Explain: Today, we'll put everything together by creating our own **Safe Travel Plans**. That is your guide to being a safe, respectful and confident traveller. It all connects back to the core message of protective behaviours: That is: When we're aware of our what and who is around us, we can make safe choices for ourselves and everyone else.

DIFFERENTIATION STRATEGIES

Enable

- Use sentence starters to support verbal responses:
- "In the Safe Friends lesson, I learnt to..."
- "A safe choice is when I..."
- Offer partner talk before whole-class sharing to build confidence.

Extend

- Ask: "What do all these lessons have in common?" or "How do the lessons connect to being respectful when travelling?"
- Students record ideas as a mind map showing links between key protective behaviours (e.g., brave voice ↔ safe choices ↔ respect).

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain the purpose of a Safe Travel Plan – i.e. A personal map and checklist that helps us plan safe, respectful journeys. It shows:

- Safe routes or places near school/home
- Trusted adults and helpers
- Actions that keep me safe
- Ways I can use my brave voice
- Respectful behaviours that make others feel safe too

Model a simple Safe Travel Map (using the example provided) of a route between your home and school.

On the map, identify the following:

- Trusted adult – Known neighbour's house
- Safe person – Crossing supervisor
- Safe place – Shop with friendly staff
- Safe choice – Crossing on green signal
- Safe space – My boundaries
- Safe friend – Brave voice

Discuss other places on the map where you could place these labels. For example:

- Safe choices: walking my bike across the road when crossing.
- Brave voice: Say "Please give me more space" if someone gets too close on their bike.
- Trusted adults: Parent/carer walking with you, Mr Tran (teacher),
- Respectful actions: Let others off the bus first, use quiet voices, help younger students.

Brainstorm:

- What makes this plan safe?
- What makes it respectful?
- Is there anything else that could be added to help me or others feel more protected?

LESSON PLAN

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DIFFERENTIATION STRATEGIES

Enable

- Ask guiding questions:
"Where is the safe place?"
"Who could help you here?"
- Provide students with their own copy of the Safe Travel Map – Teacher example and encourage them to point or circle features on the modelled map as you describe them.

Extend

- Encourage students to **add two alternate safe routes or choices** to the teacher's example map.
- Invite students to explain why each choice is safe and respectful.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Safe Travel Plan Brainstorm

Students work in **pairs or small groups** to brainstorm what should go in their own Safe Travel Plan.

Handout the My Safe Travel Plan – Brainstorm Worksheet that has the following points:

- My Usual Travel Route (or one I often take)
- Safe People or Helpers on My Journey
- Places I can go for help if I feel unsafe
- Actions that help me stay safe
- Ways I show respect and help others feel safe
- How I can use my brave voice

Encourage discussion of both metro and regional examples. For example:
city buses, local roads, bike trails, small-town crossings, country school bus routes.

Support students to think about:

- Who travels with them (siblings, friends, parents)
- Different travel modes (walking, riding, bus, carpool)
- Times when they might need to make an independent choice

DIFFERENTIATION STRATEGIES

Enable

- Provide a word bank (e.g., safe person, trusted adult, brave voice, respectful action).
- Give visual travel prompt cards (bus stop, footpath, zebra crossing) to help trigger ideas.
- Pair with a peer or teacher aide for guided discussion, focusing on one section at a time.

Extend

- Encourage the use of decision-making language: "I think Route A is safer because..."
- Challenge students to add a "What I could improve" section to their brainstorm.

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4

LESSON PHASE: Independent Application



TIMING: 15 mins

Create Your Own Safe Travel Plan

Students create a visual Safe Travel Map using one of the [My Safe Travel Map – Blank Student Templates](#) provided or blank paper. They may:

- Draw their home, school and key travel points.
- Label safe people and places.
- Add thought or speech bubbles showing how they use their brave voice.
- List safe and respectful actions around their map.

Encourage creativity. Students may use colour coding for *safe*, *respectful* and *help* zones.

Optional extension: Students create a short "My Safe Travel Tips" poster or video message to share advice with younger students.

DIFFERENTIATION STRATEGIES

Enable

- Provide a partially completed template with key features listed.
- Offer sticker icons or cut-out symbols (trusted adult, safe place, crossing, help zone) to place on their map.
- Give optional oral dictation support – students can describe their ideas to a teacher or peer who helps write the labels.

Extend

- Ask students to design a "Safe Travel Tips" poster, brochure, or video for younger peers.
- Include criteria: 3 safe choices + 2 respectful actions + 1 brave voice example.
- Write a short narrative showing themselves solving a tricky travel situation using protective behaviours.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Our Safe Travel Pledges

Gather the class and invite volunteers to share one feature of their *Safe Travel Plan*.

Discuss:

- *What makes us feel most safe when we travel?*
- *How can we help others feel safe too?*
- *What will we remember next time we walk, ride or use public transport?*

Students complete the sentences:

1. A *safe* traveller is someone who...
2. A *respectful* traveller is someone who..."

Finish with a shared pledge: *We promise to travel with care, respect and brave voices – to keep ourselves and others safe wherever we go.*

Display completed Safe Travel Plans around the classroom or in the hallway as part of a '**Respectful Journeys' wall**, celebrating how students have learned to travel safely, respectfully and confidently in their community.

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DIFFERENTIATION STRATEGIES

Enable

- Provide **sentence stems** on the board or cards:
"I feel safe when..."
"I can use my brave voice by..."
"A respectful traveller is someone who..."
- Allow students to **record their pledge with drawings or symbols** instead of full sentences.
- Read the class pledge together using **echo reading** for support.

Extend

- Invite advanced students to **present or explain** their Safe Travel Plan to younger students or another class.
- Challenge them to **reflect in writing**: "What have I learned about keeping others safe, not just myself?"
- Encourage **leadership roles** in displaying and curating the 'Respectful Journeys' wall.

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A large rectangular area with rounded corners, outlined in blue, intended for drawing or writing. A horizontal dotted line is positioned near the top edge.