



LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

LESSON SUMMARY

Students will explore how pedestrians, bike riders and drivers interact in complex traffic environments. Through group problem-solving, decision-making games, and analysis of shared spaces, students will develop a critical understanding of personal and community responsibility in real-life travel scenarios. This lesson focuses on empathy, legal responsibility and the consequences of unsafe decisions using deeper civic and ethical reasoning.

SEQUENCE TITLE:

TRAVEL WISE – Empowering independence through active, safe and sustainable travel



LEVEL

Years 7-8



LESSON NUMBER

5 of 7



LESSON LENGTH

50 - 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Humanities – Civics and Citizenship



CAPABILITIES

- Ethical Capabilities
- Personal and Social Capability



LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P01 Analyse and reflect on the influence of values and beliefs on the development of identities

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

Humanities - Civics and Citizenship

VC2HC8K10 How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society.

VC2HC8S02 Analyse contemporary issues by locating, selecting, explaining and comparing information, data and ideas from a range of sources.

VC2HC8S07 Examine methods of civic participation in a local/state/national issue and explain why and how they would participate in civic processes in a particular way.



CAPABILITIES

Ethical Capabilities

VC2CE8U02 How ethical perspectives may be individual or shared, and reasons for similarities and differences in ethical perspectives, such as similar or different values or worldviews.

VC2CE8D01 How ethical perspectives and criteria associated with ethical concepts are used to identify and explain ethical issues, including their ethical significance, and to explain responses to ethical issues, including their ethical significance.

Personal and Social Capability

VC2CP8S01 Recognise emotional complexity and its causes and consequences.

VC2CP8O02 Understand human rights and responsibilities; how respect contributes to social cohesion.



PRIOR KNOWLEDGE

- Familiar with common road signs and general traffic rules for pedestrians, bike riders, and drivers.
- Some prior knowledge that individuals in a community have responsibilities to keep themselves and others safe, and that ethical choices go beyond simply following rules.
- Previous real-world or simulated experiences navigating roads while walking, biking, catching public transport, so they can relate personal choices to traffic safety outcomes.

VOCABULARY

Shared space - A place where people walking, riding bikes, driving cars, or using other transport all use the same area and must look out for each other.

Accountability - Being responsible for your actions and accepting the results - good or bad.

Legal vs. ethical responsibility - Legal means following the law.

Ethical means doing what is right or fair, even if it's not a law.

Risk vs. hazard - A hazard is something that could cause harm (such as a wet road).

A risk is the chance that harm might actually happen.

Consequence - What happens because of a choice you made. It can be positive or negative.

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LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

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VOCABULARY (Cont'd)

Rights of way - The rule about who goes first on the road or at crossings (such as when a car must let a pedestrian cross).

Community safety - When everyone works together to keep places safe for all people, especially in public spaces like roads, parks, and schools.



MATERIALS REQUIRED

- Whiteboard and markers.
- Google Maps link: [Busy Intersection Google Street View](#)
- [My Civic Commitment Reflection Cards](#).
- [Road Signs and Risky Behaviours Scenario Cards and Summaries](#).
- [Tracking Risky Behaviours Ladder Worksheet](#).
- [Tracking Risky Behaviours Suggested Ladder Solutions](#).
- Videos: [Bike Ed- Road Hazards - Transport Victoria \(4 videos from rider perspective\)](#)
[The Dangers of Text Walking - BTN High](#)

LEARNING OBJECTIVE

Students will evaluate shared responsibilities on the road and understand how personal choices and ethical decision-making affect the safety and wellbeing of all travellers.

SUCCESS CRITERIA

- I can evaluate how different travel roles interact and what responsibilities each holds.
- I can explain how unsafe decisions affect others using real-world examples.
- I can identify a range of road signs and match them with safe decision-making strategies.
- I can justify my choices in role-based scenarios using civic and ethical reasoning.

TEACHING CONSIDERATIONS

- Be sensitive to student experiences, especially if they've been affected by traffic incidents or safety-related anxiety.
- Be aware that students may have varying levels of understanding about road rules, signs, and travel behaviours depending on their life experiences (e.g. walking, riding, or being driven to school).

Extend

- Students rewrite a scenario from multiple perspectives in narrative form.
- Research a local traffic issue and draft a letter to council proposing change.

Enable

- Risk Ladder uses emoji scale for lower literacy students.
- Provide sentence starters for discussion roles (e.g., "As a bike rider, I would feel...").

ASSESSMENT

- Observations during group simulation (role responsibility reasoning).
- Completed Reflection Cards.
- Road signs and Risky behaviours – written group safety summary.
- Tracking Risky Behaviours Ladder completed independently.

LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

Additional links to support teacher knowledge and student learning:

- [Bike Riders and Sharing the Road – Transport Victoria](#)
- [Transport Victoria – Road Rules for Pedestrians](#)
- [Transport Victoria – Bicycle Road Rules](#)
- [Bike Education program](#)
- [Bicycle and walking route maps – Transport Victoria](#)
- [Victoria Walks- Walking maps](#)



LEARNING CONTINUUM

Focus: Analysing shared road responsibilities, exploring civic and ethical reasoning, and evaluating how personal travel behaviours impact the safety, rights and wellbeing of others in the community.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate how responsibilities, risks and ethical choices influence road safety and community wellbeing. They examine real-world travel interactions and evaluate their role in shaping respectful, inclusive public spaces.	Student identifies basic travel roles and gives simple examples of responsible or unsafe behaviour. Understanding is limited to personal experiences or obvious rules.	Student describes the responsibilities of different travel roles, using real examples. Demonstrates some awareness of how personal choices affect others and shows developing ethical reasoning.	Student explains shared road responsibilities with clarity and uses civic and ethical reasoning to justify actions. Makes connections between safety, inclusion, rights, and community wellbeing.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of road roles	1. Identify legal and ethical responsibilities for different types of road users	1.0 No response or inaccurate ideas	1.1 Identifies basic responsibilities for one travel role (e.g., pedestrian)	1.2 Describes legal and ethical responsibilities across two or more roles	1.3 Compares legal vs. ethical responsibilities with examples and explains how each affects others' safety and wellbeing
Evaluating unsafe behaviours	2. Evaluate unsafe choices in a travel scenario and their consequences	2.0 No response or unclear ideas	2.1 Identifies an unsafe choice and its immediate impact	2.2 Explains unsafe decisions and who was affected, giving some reasoning	2.3 Analyses unsafe actions from multiple perspectives and justifies impact on individuals and community, and proposes alternatives

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LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Interpreting road signs	3. Recognise and interpret key road signs to support safe decision-making	3.0 No signs recognised or incorrect interpretation	3.1 Names 1–2 signs with limited understanding of their purpose	3.2 Correctly identifies several signs and links them to responsible behaviour in context	3.3 Applies Road sign knowledge to real-world situations, explaining how they guide ethical and inclusive decision-making
Civic and ethical reasoning	4. Justify decisions in travel scenarios using empathy and social responsibility	4.0 No justification or irrelevant response	4.1 Offers a basic reason for a decision made in a scenario	4.2 Justifies a choice with reference to empathy or shared responsibility	4.3 Uses ethical reasoning and multiple perspectives to justify actions that promote safety and fairness
Personal and civic commitment	5. Propose a personal commitment that supports safe, inclusive travel	5.0 No suggestion or vague idea	5.1 Suggests a general safe behaviour to follow	5.2 Proposes a specific personal action that supports community safety	5.3 Proposes an action with clear social impact and explains how it promotes inclusion, fairness or wellbeing

Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

What Do You See? What Would You Do?

- Using the **Google Maps** link, **explore** this complex Melbourne intersection that has overlapping pedestrian, bike, tram, train and vehicle lanes. [Busy Intersection Google Street View](#)

Ask students to silently observe this intersection and consider the following questions:

- What road signs and traffic control features do you notice?
- Who needs to act with caution or responsibility here?
- What could go wrong if someone doesn't follow the rules?

Teacher Prompt: *Don't look just for danger, but for decision points. i.e. What choices/decisions need to be made and by which road users?*

Pair-share observations and journal responses.

** Differentiation Strategies overleaf*

LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

DIFFERENTIATION STRATEGIES

Enable

- **Observation Checklist:** Provide a simple checklist with icons (e.g., traffic lights, pedestrian crossings, bike lanes) that students can tick off as they observe.
- **Visual Cue Cards:** Provide students with small cards showing road users (e.g. pedestrian, bike rider, tram driver) and ask them to match the cards to parts of the image where those users are impacted.

Extend

- **Multiple Perspectives:** Ask students to describe the intersection from the viewpoint of each user group (e.g. "As a bike rider, what choices do I need to make here?").
- **Written Risk Prediction:** Ask students to write a paragraph predicting one thing that could go wrong here and outline the ripple effect across multiple road users.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

Show these 4 Bike Education videos:

[Bike Ed- Road Hazards - Transport Victoria \(4 videos from rider perspective\)](#)

During first and second videos: Students call out any road signs they see. Pause the video as required to allow students to look at the scene in more detail.

During third and fourth videos: Students work in pairs and write down any road signs they see in each video.

Compare lists to see which signs were noticed or missed and if students need clarification of the meaning of any signs.

Road Users Responsibility Grid

Model a table on the board with the following columns:

- Traveller
- Legal Responsibilities
- Ethical Responsibilities
- Who They Impact

Explain: Just because something is legal doesn't always make it safe or kind. Ethical responsibility asks - How do my actions affect others? That's how community works.

Brainstorm examples for each role and fill in the grid collaboratively.

Discuss some or all of these examples if time permits:

Road Users Responsibility Grid examples overleaf

LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

Road Users Responsibility Grid examples:

Traveller	Legal Responsibilities	Ethical Responsibilities	Who They Impact
Pedestrian	· Cross at pedestrian crossings · Obey traffic light signals · Use footpaths where available · Do not jaywalk · Use pedestrian bridges or underpasses when required · Obey pedestrian crossing guards	· Be alert and don't walk and text · Help others (e.g., younger children or elderly) cross safely · Stay visible when walking at night · Walk around groups rather than through them · Keep music volume low to stay alert · Model safe behaviour to children	· Drivers · Vulnerable road users · Other pedestrians · School peers · Families
Bike Rider	· Wear a helmet · Use bike lights at night · Ride on the left side of the road/path · Obey traffic signs and signals · Use bike lanes where provided · Keep to the left on shared paths	· Use your bell or voice to warn others on a shared path · Slow down near pedestrians · Avoid risky moves like weaving past and around people · Make eye contact with drivers before crossing · Ride single file in busy areas · Don't ride too fast in parks or shared zones	· Pedestrians · Other bike riders · Drivers · Families · Dog walkers
Driver	· Follow speed limits · Stop at red lights and stop signs · Give way to pedestrians at crossings · Stop for school crossings · Drive with a valid licence · Don't use a phone while driving	· Slow down even more in busy or school areas · Show patience to learner drivers · Let someone merge, even if it means slowing slightly · Avoid speeding past bike riders · Give bikes extra space when overtaking · Don't block footpaths when parking	· Bike riders · Pedestrians · Other drivers · Children · Families · Public transport users

DIFFERENTIATION STRATEGIES

Enable

- **Fill-in-the-Blank Responsibility Grid:** Provide a partially completed version of the grid with sentence starters or word banks.
- **Guided Partner Work:** Pair students strategically with peers who can model strong observational or categorising skills when completing the grid.

Extend

- **Create a New Category:** Ask students to add an extra column to the grid: "Possible Consequences of Not Acting Ethically".
- **Spot the Ethical Dilemma:** Challenge students to identify one scenario from the videos where legal actions may still result in unsafe outcomes and explain why.



LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Show video: [The Dangers of Text Walking – BTN High](#)

Pause the video as required to answer any questions.

Road signs and Risky behaviours - Scenario Simulation.

In small groups, students receive:

- 2 x [Road Signs and Risky Behaviours](#) Scenario Cards provided.

Instructions:

1. Each group **role-plays** both scenarios away from the main group.
2. **They must decide:**
 - Who is most responsible?
 - What were the unsafe decisions?
 - How could the situation have been prevented?
3. The group then write a **"Safety Summary"** outlining their responses to these questions and who was affected and what consequences could occur.

Discuss this example before groups separate to perform role-plays.

Example: A student crosses a road outside the designated crossing zone because they are late. A bike rider swerves to avoid them and crashes.

Handout 2 x [Road Signs and Risky Behaviours](#) examples to each group.

Ask each group to role-play one scenario for the whole class and share their observations and 'safety summary'.

DIFFERENTIATION STRATEGIES

Enable

- **Structured Role-Play Script:** Provide sentence starters or a script scaffold for students who struggle with performance or organisation of ideas.
- **Safety Summary Sentence Frames:** Offer sentence starters for the Safety Summary, e.g., "The unsafe choice was...", "The outcome was...", "It could have been prevented by..."

Extend

- **What-If Reversal:** Students rewrite the same scenario with all decisions made safely and reflect on how outcomes would differ.
- **Record & Reflect:** Invite students to film their role-play and create a voiceover explaining the civic and ethical breakdowns in the original version.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Tracking Risky Behaviour

Distribute [Tracking Risky Behaviours](#) Worksheet.

Individually, students rate different behaviours listed below from "Low Risk" to "High Risk" on the sheet.

Refer to [Tracking Risky Behaviours Suggested Ladder Solutions](#) for a guide to possible ranking order.

Seek reasoning from students for decisions through questioning and discussion.



LESSON PLAN

Lesson 5: Rights, Roles & Road Signs

DIFFERENTIATION STRATEGIES

Enable

- **Sorting Cards:** Provide laminated cards with behaviours and a large printed ladder template for students to physically sort before writing.
- **Think-Aloud Partnering:** Allow students to complete this task with a peer, explaining their thinking aloud before making a decision.

Extend

- **Design a New Behaviour:** Students add an additional risky travel behaviour, rank it on the ladder, and explain where it fits and why.
- **Ethical Dilemma Discussion:** Students debate whether some risky behaviours are ever justified (e.g., crossing the road that is within 20m of a pedestrian crossing, traffic lights, or a school crossing when streets are empty) and what that means for civic responsibility.

5

LESSON PHASE: Review / Reflection



TIMING: 5 mins

Reflection cards – My Civic Commitment

Students complete a reflection card:

- One choice I'll make differently when I travel is...
- A rule or responsibility I used to ignore but now understand is...
- I can promote safe travel in my community by...

DIFFERENTIATION STRATEGIES

Enable

- **Multiple-Choice Reflection Prompts:** Provide 2–3 response options under each prompt for students who need help generating ideas.
- **Draw Your Reflection:** Allow students to draw one of their answers (e.g., a safer choice they will now make).

Extend

- **Public Message Pitch:** Ask students to turn their reflections into a slogan or public service message for school-wide display.
- **Civic Action Plan:** Students write one realistic step they could take this week to model safe behaviour and influence others in their family or community.

