



LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

LESSON SUMMARY

This lesson focuses on developing students' awareness of travel-related hazards and encouraging safe, responsible behaviours when moving through their local environment. Students explore the concept of a hazard and consider how personal actions and environmental factors can affect safety when walking, riding, or using other forms of active transport. Students learn to identify potential risks, understand the consequences of unsafe behaviours, and suggest safer, more inclusive responses. They are encouraged to consider different perspectives, including those of other road users, to build empathy and a broader understanding of community safety.

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

LEVEL
Years 5-6

 **LESSON NUMBER**
5 of 8

 **LESSON LENGTH**
60 minutes

CURRICULUM AREAS

LEARNING AREAS

-  Health and Physical Education
- Humanities – Civics and Citizenship

CAPABILITIES

-  Critical and Creative Thinking
- Personal and Social Capability

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

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Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P08 Explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community.

VC2HP6P09 Investigate different sources, quality and types of health information and how these apply to their own and others' health choices.

VC2HP6P10 Analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities.

Civics and Citizenship

VC2HC6S02 Locate, select and organise information, data and ideas from different sources to explain a contemporary issue.



CAPABILITIES

Critical and Creative Thinking

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

VC2CC6R04 The use of criteria to support analysis and evaluation when reasoning.

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

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

Personal and Social Capability

VC2CP6S01 How and why emotional responses and behaviour change in different personal and social contexts.

VC2CP6S03 Strategies for using and further developing personal strengths, to support themselves and others as they face challenges.



PRIOR KNOWLEDGE

- Understanding of what Active Travel is.
- Basic understanding of safe pedestrian, bike and scooter practices.
- Some exposure to public transport or awareness of buses, trams, crossings, and signs.
- Some understanding that actions have consequences, especially in real-world settings.

VOCABULARY

Hazard – something that could cause harm.

Risk – the chance of something bad happening.

Consequence – What happens because of something you do. It can be good or bad, depending on the choice you make.

Safe Response – A smart and sensible action you take to protect yourself or others in an unsafe or uncomfortable situation.

Distraction – something that takes your attention away from what you need to focus on.

Predict – to guess what might happen next based on clues.

Helmet fit check – a way to make sure a bike/scooter helmet fits properly.

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

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MATERIALS REQUIRED

- Whiteboard and markers.
- Soft beanbag or small soft ball.
- [Hazard Hunt – Photo Investigation](#) Worksheets.
- [BusVic – Safe Bus Travel](#) Brochure.
- [BusVic – Safe Bus Travel](#) poster.
- [Hazard Hunters – Kahoot Quiz](#) questions. (excel document)
- Kahoot account – kahoot.com
- Videos:
 - [Safe School Bus Travel – BusVic](#)
 - [Bike Ed - Path Hazards – Transport Victoria \(6 videos from rider perspective\)](#)

LEARNING OBJECTIVE

Students will be able to identify potential hazards they may face when actively travelling and demonstrate practical strategies to stay safe in a variety of travel scenarios.

SUCCESS CRITERIA

- I can spot at least three different hazards I might see while walking, riding, or scooting.
- I can explain what to do in unsafe travel situations.
- I can play a game that helps me practise smart safety decisions.

TEACHING CONSIDERATIONS

- Use trauma-informed language – avoid overly scary examples or graphic accident details.
- Adapt photos to reflect local travel environments where possible.
- Students may travel alone or with family/carers – validate all modes of active transport.
- Be inclusive of wheelchair users or others with mobility needs.

Extend

- Students create safety posters for school gates or community noticeboards.
- Students write and perform a short skit about a safe travel scenario.
- Use Google Maps to plan a safe walking or riding route to school.

Enable

- Provide scenario visuals with simplified text.
- Use sentence starters and cue cards for discussion.
- Allow students to work in pairs for all tasks.

ASSESSMENT OPPORTUNITIES

- Anecdotal notes on student hazard identification.
- Verbal explanations during discussions and game.
- Completed [Hazard Hunt Photo Investigation](#) Worksheet.
- Kahoot quiz results.

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

Additional links to support teacher knowledge and student learning:

- [BTN - 2010 Cycling Safety - Bike Helmets](#)
- [How to be a safe bike rider - Transport Victoria](#)
- [BTN - E-scooter Laws](#)
- [Make your journey a safe one - Public Transport Victoria](#)
- [Don't Risk Your Life, cross safely around trains - Public Transport Victoria](#)
- [Minimise distractions around trains - Public Transport Victoria](#)
- [Always cross railway lines at marked crossings only - Public Transport Victoria](#)
- [Never trespass over train tracks - Public Transport Victoria](#)



LEARNING CONTINUUM

Focus: Recognising hazards in travel environments, understanding consequences of unsafe actions, and applying safe, inclusive strategies to protect self and others

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore the concept of a hazard and begin to identify simple examples from familiar environments. They describe how actions and surroundings can affect safety and suggest appropriate safe responses.	Student identifies a basic hazard with support and names one consequence. Safety suggestion is limited or general.	Student identifies multiple hazards with some explanation of consequences. Offers clear and relevant safe responses.	Student analyses a variety of hazards and consequences from different perspectives and suggests inclusive, practical strategies to respond safely.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of hazards	1. Identify potential hazards in a travel environment	1.0 No response or hazard named is not travel-related	1.1 Names a relevant travel hazard with support	1.2 Describes a common hazard and when it might occur	1.3 Identifies multiple hazards with context (e.g., location, user type etc..)
Understanding of consequences	2. Explain the consequence of an unsafe action	2.0 Consequence not stated or incorrect	2.1 States a basic outcome (e.g., "you could get hurt")	2.2 Describes a likely consequence with some detail	2.3 Explains short and long-term impacts of a consequence (e.g., safety, health, others affected)
Safe behaviour response	3. Suggest a safe and inclusive response to a hazard	3.0 No response or unsafe suggestion	3.1 Suggests a basic safety response	3.2 Offers a clear and realistic safe behaviour	3.3 Proposes an inclusive response that considers other users (e.g., someone with a disability)

* continued overleaf

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Critical thinking	4. Compare hazard perspectives (e.g., pedestrian, bike rider, driver)	4.0 No attempt made	4.1 Identifies that people see hazards differently	4.2 Describes how perspectives may change with role (e.g., bike rider vs pedestrian)	4.3 Compares and contrasts multiple viewpoints using reasoning
Personal and Social Capability	5. Apply hazard knowledge to improve safety	5.0 No application or unclear response	5.1 Gives a general idea with prompting	5.2 Applies learning to real-world travel example	5.3 Applies learning to support community safety and inclusion (e.g., poster, advice, buddy support)

Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Activity: What is a hazard anyway?

Ask: When you hear the word **hazard**, what do you think it means when we're talking about walking, riding or scooting to school?

Write answers on the board.

Explain: A **hazard** is anything that could cause harm, especially if we don't spot it in time.

Write this definition on the board.

Play: Thumbs Up or Down - Safe or Hazard?

Explain that the whole class will play this game together.

Students listen to travel scenarios (listed below) and decide whether it is **safe**, a **hazard**, or it **depends** on the situation and the individual.

Explain:

- If students think it's a hazard, they hold their thumbs down.
- If they think it's safe, they hold their thumbs up.
- If they think it depends on the situation or individual, they hold their thumbs sideways.

Ask any student to explain their reasoning for a 'Depends' response.

Ensure students are inclusive and consider all road and path users when deciding their responses, including pedestrians of all ages and abilities and cultures.

Examples to call out:

- Walking with your shoelaces untied.
- A street with ramps and smooth paths for wheelchair users.
- Texting while crossing the road.
- Waiting for the green walk signal to cross the road at traffic lights.

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

.....

- Running across a driveway without looking.
- Having bare feet while riding a bike!
- Walking through flash flood water after a storm.
- Holding the handrail when standing on the tram.
- Crossing the road at a crossing without audio signals.

Discuss that now we know a hazard is anything that could cause harm or make a journey unsafe, we're going to spot real hazards that people might miss when walking, riding, or scooting around the community.

Explain that students are going to become real-life **Hazard Hunters**!

Emphasise that as **Hazard Hunters**, we are also learning how to make travel safer and more inclusive for everyone. This helps build a safer, more welcoming community.

DIFFERENTIATION STRATEGIES

Enable

- **Clarify Key Concepts:** Use picture flashcards (e.g., pedestrian crossing, bike lane, bus stop) to help students visualise new vocabulary before responding.
- **Boosting Participation:** Pair students with a peer or teacher aide to rehearse ideas before sharing aloud.

Extend

- **Deeper Thinking:** Ask students to explain why they think something is safe or unsafe for their thumbs-up and thumbs-down responses as well.
- **Promote Leadership:** Allow students to suggest their own travel safety scenarios for the class to evaluate.

2 LESSON PHASE: Explicit Teaching & Modelled Learning



Write the following headings on the board - **Hazard – Consequence – Safe Response**

Model a **Hazard – Consequence – Safe Response** chain for when travelling on public transport:

Hazard: Not looking where I'm stepping as I get off a bus

→ **Consequence (what might happen):** I could fall over and get badly hurt.

→ **Safe Response:** Always look where I am stepping

TIMING: 15 mins

Explain that a hazard can be something **physical** like a pothole in a road or path, or an untied shoelace. Or it can be an **unsafe action or behaviour** such as running across the road without checking for traffic.

Show video – [Safe School Bus Travel - BusVic](#)

Pause the video regularly and as a whole class, identify any **Hazards, Consequences** and **Safe Responses**.

Write these on the board under each heading.

Video timestamps:

1. At the Bus Stop (55 secs)
2. On Board the Bus (1 min 25 secs)
3. Local Town Buses (1 min 45 secs)
4. Charter Buses (2 mins 5 secs)
5. Leaving the Bus (2mins 30 secs)
6. Dos and Don'ts (3 mins 30 secs)
7. In an Emergency (4 mins 23 secs)
8. Safe Bus Travel – Mums, Dads and Carers (5 mins 30 secs)

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

.....

Activity: Using movement to engage the class.

1. Call out the **hazard** from the list below one by one (e.g. Texting while crossing the road.)
2. Gently toss an imaginary ball or soft beanbag to a student and say:
"Catch! What could happen? Or "What's a consequence?" (They describe the consequence.)
3. Then, they toss it to one other student and ask:
"What's a safer choice?" (They suggest a safer behaviour.)

Review the responses and check for understanding. Examples:

1. **Hazard: No helmet while riding** → **Consequence:** You could fall and hurt your head badly
→ **Safe Response:** Always wear a properly fitted helmet
2. **Hazard: Texting while crossing the road** → **Consequence:** You might walk into traffic and get hit
→ **Safe Response:** Put your phone away when you are walking especially near roads
3. **Hazard: Stepping out from behind a parked car** → **Consequence:** A driver might not see you and could hit you →
Safe Response: Move to a clear space and check both ways before crossing
4. **Hazard: Listening to loud music with headphones near traffic** → **Consequence:** You might not hear cars, bikes or warnings → **Safe Response:** Turn the volume down or remove at least one earbud near roads
5. **Hazard: Riding or walking on the road instead of the footpath or bike lane** → **Consequence:** You could be hit by a passing vehicle → **Safe Response:** Use the footpath, shared path or bike lane when available
6. **Hazard: Very short flashing walk signal with no sound** → **Consequence:** A person with low vision may not know it's safe to cross → **Safe Response:** Report the hazard to local council so they can install a pedestrian crossing with a longer timer and sound alert.

DIFFERENTIATION STRATEGIES

Enable

- **Scaffolded Tools:** Introduce a colour-coded hazard-consequence-response chart with icons to guide thinking during the game.
- **Sentence Starters:** Use sentence starters like "A hazard I see is...", "This could lead to...", "A safer choice would be..." alongside visuals.

Extend

- **Scenario Creation:** Invite students to invent a travel safety scenario and lead others in the hazard-consequence-response analysis.
- **Personal Experience:** Ask students to write or share a short story about a time they made a safe or unsafe travel decision.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Spot The Hazard Videos

Divide the class into small groups.

Watch: [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#)

Play one video after the other.

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

.....

As each video plays, students work in small groups to spot and list the hazards they notice in real time, from the cyclist perspective.

****Note:** The first part of each video presents a scenario without pointing out the hazards. Be sure to **pause the video halfway** to give students time to observe, discuss, and share what they think the hazards might be. Then play the second half to reveal the hazards.

Replay the first part of each video if required, before showing the second half.

Compare group ideas before watching the next video and add any missed hazards to their list.

After all 6 videos have been reviewed, **select** and **rewatch** any 2 videos again.

Brainstorm as a whole class the hazards from:

1. **A Pedestrian's view:** What hazards would someone walking need to be aware of?
2. **A Driver's view:** How would a car/truck/bus driver see this moment? What hazards do drivers need to be aware of in this situation?

DIFFERENTIATION STRATEGIES

Enable

- **Visual Scaffolds:** Provide hazard icon cards or a visual checklist (e.g. potholes, parked cars, open doors, driveways, loose gravel) that students can refer to while watching the video to guide their observation.
- **Guided Group Roles:** Assign structured group roles (e.g. 'Video Watcher,' 'Hazard Recorder,' 'Discussion Leader') to ensure every student has a clear, manageable task and can contribute meaningfully at their level.

Extend

- **Perspective Shifting:** Challenge students to justify which hazard they believe poses the greatest risk and why, using reasoning based on the cyclist's experience, traffic rules, or environment.
- **Justification of Risk:** Ask students to write or present how that hazard might be perceived differently from a pedestrian's or driver's point of view and propose a practical solution to reduce the risk for each road user.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Hazard Hunt – Photo Investigation

Distribute one Hazard Hunt Photo Investigation worksheet with 6 photos showing different travel environments to each student.

Students complete the sheet, answering the following questions:

- *What hazards do you see?*
- *What safe behaviours would reduce or remove the hazard?*

After 5 minutes, **students find a partner**, review their photo sheet and add any new hazards identified and safe behaviours ideas.

Debrief Questions (Whole Class):

- "Which hazards were easiest to spot?"
- "Did any photos surprise you?"
- "Why is it important to spot hazards before they happen?"
- "Which safe travel strategies do you already use? Which ones could you try this week?"

LESSON PLAN

Lesson 5: Hazard Hunters – Safe or Unsafe

.....

DIFFERENTIATION STRATEGIES

Enable

- **Collaborative Support:** Allow students to complete the task with a peer, teacher aide, or via voice recording rather than written output.
- **Alternative Representation:** Permit students to draw the hazard and use symbols or stickers to indicate the risk and solution.

Extend

- **Analysing Risk Severity:** Have students rate each hazard on a 1–5 scale of risk and explain their reasoning in writing or verbally.
- **Creating Original Content:** Students take or draw their own photo depicting a travel hazard and write an accompanying safety explanation.

5 LESSON PHASE: Review / Reflection



TIMING: 10 mins

Kahoot Quiz

Tips for Uploading to Kahoot:

1. Log into kahoot.com and create a new quiz, and name it **Hazard**
2. Add each question with the text below or from the excel document provided.
3. Use relevant images from the Kahoot image library for each scenario (e.g., scooters, roads, footpaths, rain, dogs).
4. Set 20–30 seconds per question.
5. Enable points or play in “team mode” for fun group competition.

DIFFERENTIATION STRATEGIES

Enable

- **Accessible Response Methods:** Offer a printed quiz version with visual options, or allow verbal or gesture-based answers.
- **Peer-Supported Play:** Allow students to play as a team or with a partner for support and shared decision-making.

Extend

- **Student-Created Questions:** Invite students to create a few quiz questions to contribute to the next session.
- **Synthesis & Reflection:** Facilitate a class discussion or written journal entry on what students learned and how they can use it in real life.