



LESSON PLAN

Lesson 5: All Aboard with Safe Choices

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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

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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.



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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.

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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.
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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

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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!

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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?

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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.

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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.

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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.