



LESSON PLAN

Lesson 3: Public Places and Private Boundaries

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LESSON SUMMARY

In this lesson, students explore their right to personal space and bodily boundaries while travelling in their community. They learn to recognise when someone is too close, touching them without permission, or making them feel unsafe, and practise assertive strategies to protect themselves.

Students also learn to respect others' boundaries while walking, riding, or using public transport. Through scenario role-plays, mapping exercises, and applying strategies for keeping a safe space, they develop practical strategies to stay safe, build confidence and be respectful in shared community spaces.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

3 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 the **Resilience, Rights and Respectful Relationships (RRRR)** approach, teachers are encouraged to work with students to establish a safe space that supports respectful participation and open discussion. This includes co-creating clear class agreements that promote kindness, inclusion and active participation, so all students feel comfortable sharing their views without fear of judgement.

Teachers should model respectful behaviour, address inappropriate comments directly, and reinforce expectations that promote safety and inclusion. Clear boundaries around privacy and disclosure are essential. Use protective interrupting strategies where needed, and remind students that learning activities use general examples and do not require personal sharing.

This approach can be strengthened by encouraging "my friend" statements, which allow students to explore issues without sharing personal details, and by providing a question box so students can raise concerns privately and safely. Informing wellbeing staff prior to lessons is also recommended, as the content may prompt help-seeking or peer referrals.

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.

Achievement Standard (Extract)



Health and Physical Education:

By the end of Level 6, students explain how communication skills, protective behaviours and help-seeking strategies can help keep themselves and others safe online and offline. They refine strategies that can enhance their own and others' health, safety, relationships and wellbeing. Students propose and apply strategies to demonstrate respect, empathy and inclusion to positively influence relationships.

Personal and Social Capability:

By the end of Level 6, students explain a range of ways to support themselves and others in personal and social contexts. Students learn that thinking about cause and effect in relation to situations, emotions, behaviours, attitudes and actions can influence the selection of strategies and reflection on outcomes.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP6P04 Describe and demonstrate how respect and empathy can be expressed to positively influence relationships.

VC2HP6P07 Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline).

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.

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



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CAPABILITIES

Personal and Social Capability

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

VC2CP6S04 What it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action.



PRIOR KNOWLEDGE

- Students can recognise when their personal space or body boundaries are being respected or invaded.
- Students understand what protective behaviours are and can identify actions to keep themselves safe in community spaces.
- Students have experience travelling in their local community (walking, cycling, car trips, bus, tram, or train) and can relate to shared spaces where boundaries might be challenged.

VOCABULARY

Personal boundary: The space around your body that you control; your right to decide who can touch or get close to you.

Assertive communication: Speaking clearly, calmly, and confidently to protect your space or set limits with others.

Trusted adult: A person who listens, believes, and helps when your boundary is challenged or you feel unsafe.

Safe place: A location you can go to if your boundary is invaded, or you need help (e.g., school office, local shop, library, station).

Protective behaviours: Actions you take to keep your body and space safe, such as moving away, saying "no," or seeking help.

Help-seeking: Recognising when you need support and using safe strategies to get it.

3S Rule: A problem-solving tool to stay safe: 1. Sense, 2. Shift, 3. Seek Support.



MATERIALS REQUIRED

- Whiteboard and markers
- Coloured pencils or markers
- Hoops for personal boundaries and bubble space
- Boundary Detective Scenario Cards
- The 3S Rule for Safe, Shared Spaces Poster
- My Body Safety Rules Poster

LEARNING OBJECTIVE

Students will learn to recognise, protect and assert their personal boundaries while travelling in the community. They will practise assertive communication and use the 3S Rule to make safe decisions in realistic walking, riding and public transport situations.

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SUCCESS CRITERIA

- I can identify at least three ways to protect my personal boundaries while travelling.
- I can name at least three trusted people or safe places I can go to if someone invades my space or makes me feel unsafe.
- I can use assertive and respectful words or actions to protect my body and respect the boundaries of others.
- I can apply the 3S Rule to make safe decisions in different travel scenarios.

TEACHING CONSIDERATIONS

- Keep scenarios realistic and relevant to both metro and regional students' travel experiences.
- Be sensitive to students who may have experienced boundary violations or have limited access to trusted adults.
- Reinforce that asserting boundaries and asking for help is brave and protective, not rude or weak.
- Encourage empathy and respect. Students should know how to support peers in protecting their boundaries too.

Enable

- Provide illustrated boundary/bubble cards showing personal space and assertive phrases for different travel settings.
- Model and rehearse assertive communication sentences for students to practice.
- Use maps, diagrams, or comic templates for students who prefer visual or non-verbal responses.

Extend

- Students can create a Personal Boundaries Map or Comic showing key safe places, trusted adults, and strategies for protecting their space.
- Write a short scenario story demonstrating courageously asserting boundaries and seeking help during travel.
- Include strategies for respecting others' boundaries, showing understanding of shared space in the community.



USEFUL LINKS

[Kids Helpline: Your right to safety](#)

[Kids helpline - Your body staying safe](#)

[Transport Victoria: Tips for Safe Travel on Public Transport](#)

[National Office for Child Safety - body safety cards](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 5-6](#)

Topic #1 – Emotional Literacy

Activity #1: What do emotions look like?

Activity #2: Recognising positive, negative and 'mixed' emotions

Topic #4: Problem Solving

Activity #2: Exploring what works.

Activity #3: Problem solving panel.

Topic 6: Help-Seeking

Activity #1: "I wonder if I need help with this?"

Activity #2: "Thinking about trust and courage."

Activity #5: "Communicating clearly."

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ASSESSMENT

- Observation of student participation in the Boundary Bubble Walk and their ability to recognise when personal space is invaded.
- Noting how students apply the 3S Model (Sense–Shift–Seek Support) during Guided Practice and role-play activities.
- Student responses and explanations during Boundary Detective scenarios, including spoken or acted-out solutions.
- Collection of One Word, One Sentence reflections demonstrating understanding of personal boundaries and safe shared-space behaviours.



LEARNING CONTINUUM

Focus: Understanding, recognising and responding to personal space challenges in public places; applying the 3S Model (Sense–Shift–Seek Support) to keep self and others safe in shared community spaces; respecting boundaries when walking, riding and using public transport.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how personal boundaries keep people safe in shared community spaces such as footpaths, buses and bike paths. They learn to notice their own safety signals, recognise when space is being invaded, and understand that everyone has a right to feel safe.	Students identify simple cues that show when personal space feels uncomfortable (e.g., someone standing too close). Students describe several situations where personal space may be challenged while travelling (e.g., crowded bus, someone brushing past on a path).	They apply the 3S Model with guidance, explaining how Sense and Shift help them stay safe, and begin using simple respectful phrases to protect space.	Students confidently explain how the 3S Model helps maintain safety and respect for everyone in shared spaces. They apply the steps independently during role-plays, adjust their behaviour to avoid invading others' space, and promote safe, fair and inclusive movement in busy environments.

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ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding personal boundaries	1. Identify when personal space is being invaded.	1.0 Gives no indication that they notice changes in personal space.	1.1 Names a basic feeling or cue when prompted (e.g., uncomfortable).	1.2 Describes a physical or emotional cue using a familiar example (e.g., "tight shoulders, when someone is close").	1.3 Explains and links cues to safety awareness or the Safety Radar concept.
Applying the 3S Model – SENSE	2. Notice their body signals and the situation.	2.0 No response or irrelevant description.	2.1 Identifies one simple body signal when prompted.	2.2 Describes body signals and names what is happening in the space.	2.3 Explains how reading body signals helps them understand safety in the situation.
Applying the 3S Model – SHIFT	3. Suggest a safe movement or adjustment to create space.	3.0 No suggestion or unclear action.	3.1 Suggests one basic movement when prompted (e.g., "move away").	3.2 Describes a specific movement that fits the scenario (e.g., "step aside on the path").	3.3 Explains how the movement increases safety for themselves or others.
Applying the 3S Model – SEEK SUPPORT	4. Identify who they can go to for help.	4.0 No safe person identified.	4.1 Names one familiar helper when prompted.	4.2 Describes an appropriate helper for the scenario (e.g., bus driver, teacher, shop worker).	4.3 Explains why the chosen helper is safe or appropriate.
Respecting other people's boundaries	5. Identify when they may be invading someone else's space.	5.0 No response or does not recognise others' boundaries.	5.1 Gives a basic example with prompting.	5.2 Describes signals or moments that show someone else needs space.	5.3 Explains how adjusting their own behaviour maintains shared-space safety.

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Structure of lesson:

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Introduce the Boundary Bubble Walk.

Set up a safe, open space in the classroom or outside.

Give each student a hula hoop to represent their personal space bubble.

Students walk (or wheel, if using mobility devices) around the space holding their hoop around them, aiming to keep their bubble clear of others.

Teacher adds challenges by:

- Stepping too close to their 'bubbles' or gently touching their hoop
- Accidentally "bumping" into hoops to simulate space being invaded

Pause activity and ask students how it felt when their bubble was broken.

Link to Lesson #1 My Safety Radar:

Ask:

- "Did anyone's safety radar 'ping' when someone got too close?"
- "What signals did your body send you?"

Discuss briefly:

- "How did it feel when someone invaded your space?"
- "What could you do to protect your bubble when travelling?"

DIFFERENTIATION STRATEGIES

Enable

- Provide additional visual cues on the ground (chalk circles, cones) to reinforce bubble boundaries.

Extend

- Invite students to observe classmates' bubble management and identify moments where safety radar could have been activated, then report strategies for improvement.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Write on the board: The **3S Rule** = **Sense** – **Shift** – **Seek support**

Share the 3S Rule for Safe, Shared Spaces Poster.

Explain: Today, we're going to learn a helpful tool called the 3S Rule. It helps us stay safe and respectful when someone gets too close to our personal space, or when we realise we've moved too close to someone else. You can use it when walking, riding, on public transport, or in any shared community space.

Discuss:

1. S = SENSE – What's happening? How do I feel?

Notice your body, the space around you, and how others might be feeling.

Examples:

- Someone on the bus leans too close and you feel uncomfortable (tight chest, tense hands).
- You realise you stepped too close to someone in the supermarket line — they look uncomfortable or upset.

Reinforce: Take a breath. Notice the situation and your feelings.

2. S = SHIFT – Make a small movement or change

Choose to act to create space.

Examples:

- Move aside on the bike path or footpath.
- Swap seats on the bus.
- Let the other person go ahead.
- Step back and say, "You go ahead".

Reinforce: Shift your body or position first. Safe space and distance is important.

3. S = SEEK SUPPORT – If the space between you doesn't improve, get help!

If you still feel uncomfortable or unsafe, go to a safe person or place.

Examples:

- Find a teacher, bus driver, or shop worker.
- Stay with a friend or trusted peer.
- Contact someone from your Safety Team.

Summarise: We can use the **3S Rule** anytime we feel uncomfortable or unsafe, or notice that someone else's space is being invaded. It's not about being rude — it's about protecting our own boundaries and respecting other people's space.

DIFFERENTIATION STRATEGIES

Enable

- Model the 3S rule more slowly, narrating thought processes clearly for students who may need more time to process and reflect on the steps involved.

Extend

- Ask students to think of multiple "Shift" options and evaluate which is safest, most respectful or most effective.
- Apply the 3S Rule to more complex shared settings such as festivals, shopping centres, busy sports games, or crowded trains.

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LESSON PHASE: Guided Practice



TIMING: 15 mins

Explain: Now we're going to be *Boundary Detectives*. Your job is to spot situations where personal space might be challenged when travelling, and practise using the **3S Rule** to stay safe. We'll also think about how to respect other people's boundaries.

Model using this scenario:

Scenario: "Someone is walking too close to you on the footpath and keeps brushing your backpack."

Model:

- **Sense:** "I notice I feel uncomfortable. My shoulders feel tight. They are very close."
- **Shift:** Move slightly aside or slow down to create space.
- **Seek support:** "If it kept happening, I could go towards a busier area or near a safe adult, like a shopkeeper or a parent on duty."

Demonstrate the physical movement of Shift and position change.

Students work in pairs with Boundary Detective Scenario Cards.

Each pair:

1. Identifies where in the community the scenario could occur.
2. Applies the **3S Rule** with words or actions.
3. Practices short, respectful phrases if needed.

Rotate scenarios to cover walking, riding and shared spaces.

Encourage students to create new scenarios to add to the activity.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters for assertive communication:
"Please give me some space."
"I need my bubble here, thank you."
"Can you step back a little?"

Extend

- Students design a "no helper available" plan (e.g., safer route, buddy system).
- Include peer-respect reflection: "How would you notice if you were invading someone else's space and adjust?"

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Shared spaces - role plays.

Explain: Now we're going to role-play sharing space safely in different community settings. We'll practise walking past each other, overtaking safely on bikes and respecting boundaries on buses. Remember, the goal is to keep yourself and others safe and to be aware of personal boundaries. Let's try our first scenario!

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1. Walking – Swapping Sides

Instructions –

- **Half the class** stands on one side of the room/outdoor space, the other half faces them on the opposite side.
- **When the teacher calls "Go!"** both groups walk towards each other and must cross to the opposite side.
- **The challenge:** move past each other while keeping a safe, respectful distance – not bumping, not crowding, but also not exaggerating.
- **Reflection question:** *"How did you know where to move to give others space? How did you feel when someone respected or didn't respect your space?"*

Discuss the importance of being aware of others coming towards you on paths and keeping to the left to allow room to pass safely.

Reinforce: keep left on paths when possible.

2. Bike Riding – Overtaking Safely

Instructions –

- **Class forms** two lines side by side, walking in the same direction pretending to ride bikes.
- **Students are paired up** – one in front, one behind.
- **When the teacher calls "Overtake!"** the student behind must either:
 1. Pretend to ring their bell ("ding ding") OR
 2. Call out "Passing!", but they must do it early enough so the rider in front is made aware of your intention well before you get close.

Reflection question: *"Why is giving early warning safer than waiting until you're right behind someone?"*

3. Bus – Respecting Seats

Instructions –

- **Chairs** are set up in rows like a bus.
- **Some students** sit down first, leaving gaps beside them.
- **Other students** act as new passengers. Instead of squeezing in, they must politely ask: *"Can I sit here please?"* or *"Is this seat free?"*

Class discusses why asking before sitting shows respect for personal space and helps everyone feel comfortable.

DIFFERENTIATION STRATEGIES

Enable

- Mark clear paths or footprints on the floor to guide safe movement.
- Reduce group size for students needing support so there's more space and less pressure.
- Pair students so those less confident can practice with a supportive partner.
- Provide role-play scripts or cue cards with polite phrases.

Extend

- Challenge students to navigate paths with obstacles or different walking speeds, adjusting their space and reactions dynamically.
- Add multiple 'bike' pairs in the same space, requiring students to manage overtaking multiple riders safely.
- Add complex social scenarios: e.g., only one seat left and multiple students need it. Ask students to negotiate respectfully and reflect on fairness and boundaries.

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LESSON PHASE: Review / Reflection



TIMING: 5 mins

One Word, One Sentence

Instructions:

1. **Students** write **one word** on a Post-it note that describes how they feel after today's lesson about personal boundaries and respect in shared spaces.
2. **Then** write **one sentence** about something they learned or a way they can protect their personal boundaries when travelling in the community.

Example:

- One Word: Safe
- One Sentence: I will step back and ask for space if someone gets too close on the footpath.

Allow students time to share their understandings and feelings.

Collect each student Post-it notes at the end of the lesson.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to draw a quick picture instead of writing a sentence if expressing in words is difficult.

Extend

- Ask students to write two sentences: one about how they protected their own boundaries, and one about respecting someone else's boundaries.