Lesson 1: On the Move – Why Active Travel Matters

LESSON SUMMARY

In this foundational lesson, students explore the concept of active travel and its growing relevance as they seek greater independence during adolescence. Through personal reflection, group collaboration, and visual resources, students investigate the ripple effects of their travel choices and consider how one decision can impact their health, family, community, and the environment. The lesson introduces key vocabulary and concepts such as sustainability, greenhouse gas emissions, and greenhouse gasses and supports students to critically evaluate their current travel behaviours and identify ways to travel smarter and more independently. This lesson builds the groundwork for deeper learning about responsible, safe, and sustainable travel.

SEQUENCE TITLE:

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

LEVEL	LESSON NUMBER	LESSON LENGTH
Years 7-8	1 of 7	50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education

CAPABILITIES
· Critical and Creative Thinking

CROSS-CURRICULUM PRIORITIES
· Sustainability

ROAD SAFETY EDUCATION VICTORIA

Lesson 1: On the Move – Why Active Travel Matters

Victorian Curriculum 2.0 Content Descriptions

LEARNING AREAS

Health and Physical Education

VC2HP8P02 analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes.

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

VC2HP8M07 design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

CAPABILITIES

Critical and Creative Thinking

VC2CC8Q02 When and how judgment is suspended to support generating and evaluating alternative ideas and possibilities.

VC2CC8Q03 Strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources.

CROSS-CURRICULUM PRIORITIES

Sustainability

VC2CCPSIS3 Economic, social, environmental and cultural systems influence the sustainability of Earth's systems.

PRIOR KNOWLEDGE

· Understand basic differences between active and passive travel.
· Have some awareness of how travel choices affect health and the environment.

VOCABULARY

Active travel – travelling using human-powered methods (e.g., walking, biking, scooting).
Passive travel – travel involving motorised transport with little physical effort.
Sustainability – making long-term choices that reduce harm to people and the planet.
Greenhouse gas emissions – greenhouse gases released by transport and industry.
Urban mobility – how people move through city and suburban environments.
Public transport integration – combining walking or riding with train, tram, or bus travel.
Independence – ability to travel safely and confidently without adult supervision.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 1: On the Move – Why Active Travel Matters

MATERIALS REQUIRED

- Whiteboard or smartboard.
- Student journals or digital device.
- Sticky dots or coloured markers.
- Independent Travel – Why it matters Infographic.
- Active Travel – It's Good for You and the Planet Poster.
- Ripple Effect of Active Travel Worksheet.
- Ripple Effect Mapping A3 Worksheet.
- Video: Better Streets Australia - Better Streets election ask

LEARNING OBJECTIVE

Students will investigate the concept of active travel in the context of increasing independence. They will analyse its benefits from a personal, community and environmental perspective and apply this understanding to evaluate their own travel choices.

SUCCESS CRITERIA

- I can explain active travel in my own words and list types relevant to my lifestyle.
- I can identify and explain at least three personal, environmental and community benefits of active travel.
- I can reflect on my travel behaviours and identify areas for change or improvement.

TEACHING CONSIDERATIONS

- Be sensitive to students who do not have safe or easy access to active travel.
- Provide multiple options for expressing ideas (e.g. verbal, written, digital).
- Frame travel differences positively and inclusively.
- Promote awareness of different family routines, cultural norms, or geographic barriers.

Extend

- Students research an urban planning initiative (e.g., Melbourne Bike Plan, 20-Minute Neighbourhoods).

Enable

- Provide simplified versions of worksheets, allow oral explanations, pair with a peer or use visuals to scaffold ideas.

ASSESSMENT

- Responses during class discussions and group activities.
- Completed Ripple Effect worksheet.
- Verbal or written reflections on independent travel and sustainability.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 1: On the Move – Why Active Travel Matters

LEARNING CONTINUUM

Focus: Analysing the personal, community and environmental benefits of active travel and evaluating actions that support independent, sustainable and inclusive travel choices.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate the concept of active travel and its personal, social, and environmental benefits. They begin to connect these ideas to their own experiences and make suggestions for inclusive and sustainable travel choices.	Student identifies what active travel is and gives one example with support. Basic awareness of one benefit is shown. Suggestions for action are simple and unconnected to wider ideas.	Student describes active travel and names multiple benefits across personal, community, and/or environmental domains. Connects actions to positive outcomes. Some inclusive ideas may be evident.	Student explains active travel benefits with clear, relevant examples and justifies actions that promote accessibility, sustainability and community wellbeing. Demonstrates understanding of shared responsibility and connected impacts.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of personal and community benefits	1. Explain how active travel supports both personal health and community wellbeing	1.0 No response or shows no understanding	1.1 Identifies a basic health or community benefit with limited detail	1.2 Explains multiple benefits across health and community with relevant examples	1.3 Analyses how active travel promotes short- and long-term wellbeing and justifies its social value with examples linked to equity or accessibility
Understanding of environmental impact	2. Describe how active travel impacts the environment	2.0 No response or off-topic answer	2.1 States that active travel helps the environment with minimal reasoning	2.2 Explains environmental benefits (e.g. fewer emissions, cleaner air) with clear examples	2.3 Connects active travel to broader sustainability issues such as climate change and transport planning.
Critical thinking and connection-making	3. Make connections between health, social and environmental benefits	3.0 No clear connections made	3.1 Lists benefits but treats them separately	3.2 Explains how two or more benefits are interrelated (e.g. less traffic improves air quality and reduces stress)	3.3 Demonstrates integrated thinking by mapping how active travel has ripple effects on personal, community and environmental wellbeing

continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 1: On the Move – Why Active Travel Matters

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and social capability	4. Suggest actions to increase independent and inclusive active travel	4.0 No suggestion or vague response	4.1 Suggests a general or idealistic action without practical steps	4.2 Describes a realistic and achievable action they could personally take or promote	4.3 Proposes a well-considered action that addresses barriers and supports inclusion or equity in travel choices for others

Structure of lesson:

1 **LESSON PHASE:** Introduction (Hook)   **TIMING:** 10 mins

Display a Melbourne map (or relevant local area such as around the school).

Ask students to place sticky dots (or digital annotations) where they live.

Facilitate a quick **think-pair-share** using the following questions:
· *How did you travel to school in primary school?*
· *How do you travel to school most days now?*
· *What are some changes that you notice?*
· *Have you ever walked, biked or used public transport on your own? What was that like?*

Create a class tally of transport modes on the board and ask:
· *What do you think counts as active travel? What about catching a train?*

Clarify that active travel includes partial journeys (e.g. walking to a bus stop).

DIFFERENTIATION STRATEGIES

Enable
· **Visual Prompts:** Provide images of different travel modes (bike, scooter, bus, walking) to support students with verbal expression and recall.
· **Guided Partner Talk:** Give sentence starters for Think-Pair-Share (e.g., "In primary school I usually…", "Now I mostly…").

Extend
· **Data Analysis:** Ask advanced students to quickly group transport modes into categories (active, passive, public, private) and explain patterns they observe in the tally.
· **Personal Insight:** Invite capable students to write a short reflection on how their independence has changed since primary school and why.

ROAD SAFETY EDUCATION VICTORIA

Lesson 1: On the Move – Why Active Travel Matters

2 **LESSON PHASE:** Explicit Teaching & Modelled Learning   🕐 **TIMING:** 15 mins

Explain that using public transport is considered a form of Active Travel because it often includes walking, riding, or scooting to and from train stations, tram stops, or bus routes.

Emphasise the message *Part Way is Okay* – choosing to walk, ride, or scoot even part of your journey, instead of being driven the entire way, is a positive step for your health and helps reduce traffic and pollution.

Acknowledge that not everyone can complete their journey in the same way due to accessibility or other personal circumstances – and that's completely valid. Active Travel looks different for everyone; it's about making choices that are active and realistic for you.

Discuss the concept of independence in travel and why it matters.

Distribute the Independent Travel – Why it matters infographic to assist with prompts for discussion.

Cover the following details:
· *Promoting travel independence for all Victorian teenagers is about **equity, opportunity, and empowerment**. Whether a student lives in suburban Melbourne, rural Gippsland, or has mobility challenges, fostering independent travel is a key step toward building **resilient, connected, and capable young adults**.*
· *It's important to be able to plan and undertake a journey safely and confidently without constant adult supervision.*
· *Independent travel involves making choices about transport modes, routes, and personal safety.*
· *It encourages self-reliance, critical thinking, and responsible decision-making.*

Display and **discuss** the Active Travel – It's Good for You and the Planet poster

Ask students:
· *Which of these benefits would matter most to you right now? Why?*
· *Which would matter to your family? Why?*
· *Which would matter to your community? Why?*

Explain the *Ripple Effect* concept:

The **ripple effect** is when one small action causes a chain reaction of other changes, just like when you drop a stone in water and the ripples spread out.

In active travel, it means your choice to walk, ride or take public transport can lead to bigger, positive impacts. For example:
· You get fitter and feel better.
· There's less traffic and pollution.
· Other people notice and might start doing it too.

Your one action can help your health, your community, and the environment - all from one small choice.

DIFFERENTIATION STRATEGIES

Enable
· **Infographic**: Provide a scaffolded version of the infographic with key terms explained or highlighted to support comprehension.
· **Think Aloud**: Model one or two examples out loud of how active travel benefits a person, using first-person language ("If I walk, I feel more alert when I arrive at school….).

Extend
· **Argument Creation**: Ask students to form a short persuasive argument using 2–3 benefits from the infographic (e.g., "Independent travel is important because…").
· **Personal Connection**: Invite students to connect a benefit to a real-world issue they care about (e.g., climate change, traffic congestion, youth fitness).

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 1: On the Move – Why Active Travel Matters

3 **LESSON PHASE:** Guided Practice   **TIMING:** 15 mins

Show video: Better Streets Australia - Better Streets election ask

Explore key statistics presented in the video and discuss **Better Streets Australia** priorities –

To create safer, healthier, more people-friendly and climate-friendly streets all around Australia. The Better Streets team works with the media, local communities, businesses and advocates to share ideas and shape plans that lead to better streets for everyone.

In groups of 3–4, students choose one method of active travel (e.g., riding bike) or a combined method (e.g., Walking to train station, then catching a train).

Distribute Ripple Effect Mapping A3 Worksheet.

Groups write how the active travel mode they selected affects:
1. Them personally (inner circle)
2. Their family (1st outer circle)
3. Their school or community (2nd outer circle)
4. The planet (3rd outer circle)

Groups present highlights of their ripple maps to the class.

Encourage all students in each group to present one area or feature of their Ripple Effect Mapping worksheet.

DIFFERENTIATION STRATEGIES

Enable
· **Pre-filled Prompts** – Provide a partially filled ripple map template with examples in each category to guide thinking.
· **Role Assignment** – Assign clear roles in each group (writer, presenter, idea sharer) to help students contribute equally and stay focused.

Extend
· **Compare Methods** – Ask students to compare two different modes (e.g., walking vs. bus) and map how their ripple effects differ.

4 **LESSON PHASE:** Independent Application   **TIMING:** 15 mins

Students complete the Ripple Effect of Active Travel worksheet.

Reflection questions include:
· *What are three small things I could change about how I travel?*
· *What gets in the way of me travelling actively?*
· *What's one way I could increase my independence this term?*

Invite students to think critically about balancing convenience and sustainability.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 1: On the Move – Why Active Travel Matters

DIFFERENTIATION STRATEGIES

Enable
- **Reflection Starters** – Provide sentence starters for each reflection question (e.g., "One small change I could make is…").
- **1:1 Conference Option** – Allow struggling students to verbally discuss their answers with the teacher or a peer instead of writing independently.

Extend
- **Personal Goal Setting** – Ask students to write a SMART goal related to increasing active travel independence.
- **Solution Focus** – Challenge students to identify not just barriers but possible strategies to overcome each one (e.g., "Too far – I could ask a friend to walk partway with me").

5 **LESSON PHASE:** Review / Reflection   **TIMING:** 5 mins

Students complete this sentence:
- *One way I could be more independent and travel smarter is…*

Students reflect individually and write their response in their workbook or on their worksheet.

They share their response with a peer, discussing how their idea could work in their own daily routine and what support they might need to make it happen.

Invite a few volunteers to share with the whole class, highlighting a range of ideas—e.g. catching the bus with a friend, walking part of the way, or planning their route the night before.

Use follow-up questions to prompt deeper thinking, such as:
- *What would make that goal achievable for you?*
- *What might get in the way, and how could you overcome it?*

Encourage students to take their ripple map or worksheet home to start a conversation with their family about their goal and the small changes they want to try.

Remind students that small steps can lead to bigger independence over time.

DIFFERENTIATION STRATEGIES

Enable
- **Sticky Note Option** – Allow students to write their reflection on a sticky note instead of sharing aloud if they are anxious or unsure.
- **Think-Pair Prompt** – Provide visual cue cards with prompts like "What is independence?" or "Why does travel matter?" to guide the peer share.

Extend
- **Family Connection Task** – Ask students to draft a short conversation starter they can use at home (e.g., "Did you know walking to school helps reduce pollution?").
- **Peer Influence Reflection** – Invite students to consider how their travel choices could influence younger siblings or friends.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 2: Footprints, Fuel, and Future Choices

LESSON SUMMARY

Students explore how their everyday travel choices impact the environment, climate, and connection to Country. They are introduced to key environmental concepts such as carbon emissions, greenhouse gases, climate change, and sustainable travel, building their understanding of how transport contributes to Australia's carbon footprint. By examining real-world data and applying simple calculations, students gain insight into the environmental impact of different transport modes and consider more eco-friendly alternatives. The lesson empowers students to think critically about their own habits, identify areas for change, and set personal goals for more sustainable travel. It encourages young people to see themselves as capable of leading positive environmental change in their communities through small, meaningful actions.

SEQUENCE TITLE:

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

LEVEL
Years 7-8

LESSON NUMBER
2 of 7

LESSON LENGTH
50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education
· Science
· Mathematics

CAPABILITIES
· Critical and Creative Thinking

CROSS-CURRICULUM PRIORITIES
· Country and Place
· Sustainability

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 2: Footprints, Fuel, and Future Choices

Victorian Curriculum 2.0 Content Descriptions

LEARNING AREAS

Health and Physical Education

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

VC2HP8M07 Design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

Science

VC2S8I04 Data and information can be organised and processed by selecting and constructing representations including tables, graphs, keys, models and mathematical relationships.

VC2S8H03 Proposed scientific responses to socio-scientific issues impact society and may involve ethical, environmental, social and economic considerations.

Mathematics

VC2M8M07 Use mathematical modelling to solve practical problems involving ratios and rates, including distance-time problems for travel at a constant speed and financial contexts; formulate problems; interpret and communicate solutions in terms of the situation.

CAPABILITIES

Critical and Creative Thinking

VC2CC8Q02 When and how judgment is suspended to support generating and evaluating alternative ideas and possibilities.

CROSS-CURRICULUM PRIORITIES

Country and Place:

VC2CCPACP1 Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Sustainability

VC2CCPSIS3 Economic, social, environmental and cultural systems influence the sustainability of Earth's systems.

PRIOR KNOWLEDGE

· General awareness of environmental issues and basic sustainability concepts.
· Some familiarity with emissions, climate change and active travel from primary school.

VOCABULARY

Active travel – walking, bike riding, or scooting instead of using motorised transport.
Sustainability – meeting our needs without harming future generations.
Carbon emissions – carbon dioxide released by vehicles and industry.
Greenhouse gases – gases that trap heat in the Earth's atmosphere.

* continued overleaf

ROAD SAFETY EDUCATION VICTORIA

Lesson 2: Footprints, Fuel, and Future Choices

Climate change – long-term shifts in temperatures and weather patterns attributed directly or indirectly to human activity.
Carbon footprint – the total amount of greenhouse gases we produce.
Mitigation – actions taken to reduce the severity of climate change.

MATERIALS REQUIRED

· Whiteboard and markers.
· Devices with Google Maps or printed local maps.
· Carbon Crunch Travel Challenge Game Rules and Cards.
· Travel Emissions Comparison Worksheets.
· Low Emissions Dash Game Rules and Travel Action Cards.
· Videos:
   Agriculture Victoria - Victoria's Climate 101
   Zero Emissions - What does that mean? - BTN
   Connection to Country - Parks Victoria
   Teens File Class Action Lawsuit Against the Government - BTN

LEARNING OBJECTIVE

Students will understand the science and impact of greenhouse gas emissions from transport, evaluate travel choices through sustainability and data analysis, and apply strategies to reduce their personal and community carbon footprint.

SUCCESS CRITERIA

· I can explain the role of active travel in reducing greenhouse gas emissions.
· I can analyse emissions data and use it to evaluate travel choices.
· I can suggest and justify ways to reduce my carbon footprint through sustainable transport.

TEACHING CONSIDERATIONS

· Scaffold sustainability concepts with visual examples.
· Acknowledge transport limitations in rural or low-infrastructure communities.
· Encourage respect for diverse environmental beliefs and experiences.
· Allow students to critically analyse information without pressure to change personal family routines.

Extend

· Research your local area's public transport network and propose improvements.
· Create a school Active Travel Week challenge.
· Design a class awareness campaign: "Reduce Your Travel Footprint".

Enable

· Offer structured sentence starters for pledge writing.
· Simplify game card scenarios for students with numeracy challenges.
· Allow peer support or teacher-guided group for worksheet tasks.
· Provide printed map alternatives for students without device access.

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 2: Footprints, Fuel, and Future Choices

ASSESSMENT

- Observe group discussion and data calculations.
- Check worksheet accuracy and evidence of understanding.
- Review pledges for feasibility, relevance, and alignment with learning.
- Use exit ticket question: "One travel change I could make this month is…".

LEARNING CONTINUUM

Focus: Exploring the environmental impacts of transport, evaluating data on emissions and applying sustainable, community-focused travel solutions through analysis, problem-solving and personal responsibility.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore the role of transport in environmental sustainability and climate change. They engage in scientific thinking and data analysis to evaluate their own travel choices and propose actionable, inclusive solutions.	Student can describe active travel and show basic awareness that motorised transport impacts the environment. Ideas are mostly personal and general.	Student uses data or examples to explain how transport contributes to climate change and can describe strategies to reduce their impact.	Student critically analyses emissions data, connects travel behaviours to broader environmental systems, and justifies inclusive, community-oriented solutions.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of environmental impact	1. Explain how transport contributes to climate change	1.0 No response or unrelated idea	1.1 States that transport causes pollution or environmental damage without elaboration	1.2 Explains the link between transport and carbon emissions using accurate terms or examples	1.3 Justifies how different transport types affect greenhouse gases and links to broader climate science concepts
Data interpretation and analysis	2. Use emissions data to evaluate travel choices	2.0 No attempt or incorrect use	2.1 Uses a simple example or makes a partial comparison between travel modes	2.2 Accurately calculates and interprets data to compare travel options	2.3 Analyses trends, justifies choices using calculations, and identifies patterns or anomalies

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 2: Footprints, Fuel, and Future Choices

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Sustainability awareness	3. Identify ways to reduce carbon footprint through travel	3.0 No suggestion or unclear idea	3.1 Suggests a basic strategy (e.g., "walk more") without explanation	3.2 Proposes a realistic action and explains how it reduces emissions	3.3 Proposes creative or community-level solutions and explains broader sustainability impacts (e.g., liveability, future generations)
Critical thinking and connection-making	4. Connect environmental, social and personal reasons for change	4.0 No connection made	4.1 Lists separate reasons without linking them	4.2 Makes connections between environmental benefits and personal or community actions	4.3 Clearly explains how actions have multi-layered impacts across systems (e.g., health, equity, environment)

Structure of lesson:

1   **LESSON PHASE:** Introduction (Hook)   **TIMING:** 10 mins

Brainstorm the following series of questions:
1. *What do you think it means when First Nations people say "Country" is part of who they are?*
2. *Why do you think caring for Country has always been so important to Aboriginal people?*
3. *What do you think "Healthy Country, Healthy People" mean and how does that idea apply to all of us today?*

Summarise the importance of everyone looking after country:

For Aboriginal people in Victoria, Country is much more than land. It includes the rivers, mountains, animals, plants, skies, and even the stories, songs and spirits connected to it. Aboriginal people have a deep spiritual and cultural connection to Country — it's part of who they are.

*The phrase **"Healthy Country, Healthy People"** means that when the land is cared for and respected, the people stay strong and well too. Aboriginal people have looked after Country for tens of thousands of years, using traditional knowledge passed down through generations.*

Respecting Country means listening, learning, and recognising that Aboriginal people are the original custodians. It's about working together to protect and care for the environment and the culture that belongs to it.

Show Connection to Country - Parks Victoria video

Ask: How might our everyday travel choices affect the health of Country?

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 2: Footprints, Fuel, and Future Choices

· ·

DIFFERENTIATION STRATEGIES

Enable
· **Simplified Vocabulary**: Provide a printed glossary with icons and simplified definitions for key terms (e.g., "carbon footprint" = "the pollution we make when we travel").
· **Visual Check-ins for Understanding**: Use thumbs up/down and matching activities with images and terms to assess understanding of vocabulary and key ideas in the video.

Extend
· **Note-Taking & Peer Teaching**: Students jot down known climate terms and teach one to a peer after the video.
· **Vocabulary Expansion Task**: Students add an additional sustainability term (e.g., "mitigation") to the vocab list and explain it to their group with a quick sketch or example.

---

2 **LESSON PHASE:** Explicit Teaching & Modelled Learning   🕐 **TIMING:** 20 mins

Show Agriculture Victoria - Victoria's Climate 101 video

Show Zero Emissions - What does that mean? - BTN video

Pause the video regularly and check for understanding of key terms (Use thumbs up/down for definitions, match words to meanings on board)

· **Active travel** – walking, bike riding, or scooting instead of using motorised transport.
· **Sustainability** – meeting our needs without harming future generations.
· **Carbon emissions** – carbon dioxide released by vehicles and industry.
· **Greenhouse gases** – gases that trap heat in the Earth's atmosphere.
· **Climate change** – long-term shifts in temperatures and weather patterns.
· **Carbon footprint** – the total amount of greenhouse gases we produce.
· **Net Zero** - balancing the greenhouse gases released with an equal amount removed from the atmosphere.

Prompt discussion: What did you already know? What was new or surprising?

Check understanding of key ideas:
· What causes the Earth to heat up?
· What does 'Net Zero' emissions mean?

Explain Low Emission Dash Game rules provided.

Set-up and materials:
· Low Emission Dash Game Travel Action Cards – e.g., walk, bike ride, bus, train, car solo, carpool, e-scooter, skateboard, tram. One set per group. Each set is a different colour.
· Emissions Cones or Zones: 4 coloured cones or signs labelled with emission levels:
  – Very Low
  – Low
  – Medium
  – High

Debrief after the game:
· Which mode surprised you most?
· What does this tell us about the way we usually travel?
· Lead into explicit teaching phase with unpacking the science behind the numbers.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 2: Footprints, Fuel, and Future Choices

Display or share infographic in Travel Emissions Comparison Worksheet

Explain the measurement used on the infographic - grams of CO_2 per person km metric.

*As we now know, not all types of transport make the same amount of CO_2. One way to measure this is by looking at how much CO_2 is made for **each person for every kilometre they travel.** That's called **grams of CO_2 per person kilometre (g CO_2/person km).***

Discuss: *What is the biggest contributor to transport emissions? Why does car use rank so high?*

Teacher models using a formula:

Emissions (g CO_2) = Distance (km) × g CO_2 per person km
Examples:
- 5 km solo car trip = 5 × 122 = 610g
- 5 km bus trip = 5 × 18 = 90g

Discuss: *What's the real-world impact of this data?*

DIFFERENTIATION STRATEGIES

Enable
- **Pre-Highlighted Data Sheets**: Provide a version of the "Australia's Transport Emissions" infographic with key numbers and terms already circled or colour-coded.
- **Supported Group Participation**: Assign students to a group with a peer coach or teacher aide to help with decision-making and understanding of the travel card activity.

Extend
- **Prediction Challenge**: Before revealing answers, ask students to predict emission zones for each transport type and justify their decisions with logic and prior knowledge.
- **Visual Reasoning Activity**: Students create a diagram showing the connection between fuel type, transport mode, and emissions, then present it briefly to a small group.

---

3 **LESSON PHASE:** Guided Practice   **TIMING:** 10 mins

Play the Carbon Crunch: The Travel Challenge Game

Read the rules and print the cards provided.

Provide each group with:
- A deck of Carbon Crunch Scenario Cards (provided)
- A Weekly Emissions Record Sheet or spreadsheet
- Access to carbon emission values per km for transport modes and Australia's Transport Emissions infographic.

Students work in small groups with pre-prepared cards that give a scenario.

Use calculators or spreadsheet to complete challenges.

Groups compete to find the most eco-friendly travel pattern.

Share most surprising results with class.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 2: Footprints, Fuel, and Future Choices

DIFFERENTIATION STRATEGIES

Enable
- **Worked Example Scaffold**: Start with a full class walkthrough of one Carbon Crunch scenario using visuals and verbal thinking aloud.
- **Tangible Visual Supports**: Allow use of coloured counters, bar graphs, or simplified templates to help compare total emissions instead of relying only on calculations.

Extend
- **Complex Scenario Variation**: Provide extra challenge cards that include combinations of transport types, distance changes, or interruptions (e.g., "Bus strike on Fridays" or "Cancelations due to extreme heat").
- **Create-a-Challenge Activity**: Ask students to invent their own realistic travel scenario card and swap with another group to calculate emissions.

---

4 | **LESSON PHASE:** Independent Application | **TIMING:** 10 mins

Students calculate the emissions of their own weekly travel
- Use Google Maps or printed maps to find travel distances.
- Identify potential areas where emissions could be reduced.

Extension for fast finishers: Compare current habits with an improved week of travel and calculate emissions savings.

DIFFERENTIATION STRATEGIES

Enable
- **Travel Calculator Template**: Supply a table or graphic organiser with sample numbers filled in (e.g., "If you travel 3 km each day…").
- **Peer-Assisted Learning**: Pair with a peer tutor to help measure travel distance using Google Maps or a printed map with scale.

Extend
- **Compare & Reflect Analysis**: Students create two versions of their weekly travel (current and improved) and graph the carbon savings visually.
- **Class-Level Projection**: Ask students to estimate emissions if their whole class or street adopted a new travel habit, using multiplication and averaging.

---

5 | **LESSON PHASE:** Review / Reflection | **TIMING:** 10 mins

Whole-Class Reflection Circle

Gather students in a circle to reflect on the key ideas from the lesson.

Use the following **discussion prompts** to guide thinking and spark conversation:
- *What could happen if everyone in our community made small changes to how they travel?*
- *What's one new idea you learned today that might change the way you choose to travel?*

Personal Pledge Activity:

Ask students to write an **Active Travel Pledge** — a personal goal or action they will take to make their daily travel safer, more active, or more sustainable.

Inspiring Broader Thinking and pose this guiding question:
- *What can we do as young people to be climate leaders?*

Encourage students to think about small, individual actions that can lead to bigger change in their families, schools, and communities.

ROAD SAFETY EDUCATION VICTORIA

Lesson 2: Footprints, Fuel, and Future Choices

Video Stimulus:

Play the *BTN* video: [Teens File Class Action Lawsuit Against the Government – BTN](#)

Use the video to **spark discussion** on how young people can take initiative and be powerful voices for environmental and community change.

DIFFERENTIATION STRATEGIES

Enable

· **Pledge Sentence Starters**: Provide scaffolds like "One small change I can make is…" or "I could try walking to school on ＿＿＿＿ days."

· **Flexible Expression Options**: Allow students to record a verbal pledge using a class iPad or share it in a small group discussion if writing is a challenge.

Extend

· **Community Action Extension**: Students include a step to influence or involve others (e.g., "I'll ask my friends to walk home with me on Fridays").

· **Persuasive Writing Mini-Task**: Students write a short persuasive statement or poster idea: "Why we should have a No-Car Day at school," using data from earlier activities.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 3: Breaking Barriers – What's Stopping You?

LESSON SUMMARY

Students analyse what prevents or enables young people to actively travel in their community. Using deeper reflection and peer collaboration, they explore complex barriers such as cultural norms, family dynamics, digital distraction, time pressure, and personal safety. They complete a 'Barrier Mapping Grid' and co-design solutions. The lesson concludes with students setting a goal that reflects their values, responsibilities, and barriers.

SEQUENCE TITLE:

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

LEVEL
Years 7-8

LESSON NUMBER
3 of 7

LESSON LENGTH
50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education
· Humanities - Geography

CAPABILITIES
· Critical and Creative Thinking
· Personal and Social Capability

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 3: Breaking Barriers – What's Stopping You?

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.

VC2HP8M07 Design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

Humanities - Geography

VC2HG8K07 The distribution and influence of accessibility to services and facilities on people's perceptions of the liveability of places.

CAPABILITIES

Critical and Creative Thinking

VC2CC8Q03 Strategies for generating new ideas and possibilities including identifying a pattern across multiple information sources.

VC2CC8M01 Ways to select, use and reflect on general and context-specific learning strategies.

VC2CC8M03 Development of criteria for evaluating a range of proposed solutions; ways to incorporate new knowledge.

Personal and Social Capability

VC2CP8S01 Recognise emotional complexity and its causes and consequences.

VC2CP8S04 Strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies.

PRIOR KNOWLEDGE

· Understanding of different modes of active travel and basic reasons people might choose or avoid them.
· Familiarity with the concept of personal barriers such as time, distance and safety and the idea that different people have different life circumstances.
· Basic collaboration and discussion skills, including working in pairs and small groups and sharing ideas respectfully.
· Awareness of their own daily travel routines and habits, and some capacity for personal reflection or goal-setting.

VOCABULARY

Barrier – Something that blocks or slows down your ability to actively travel.
Enabler – Something that makes active travel more possible or attractive.
Contextual factors – Circumstances such as location, time, family rules or physical environment that influence decisions.
Systemic barrier – External structures outside of personal preferences or individual choices (e.g. urban design, school schedules, rules) that impact our ability to actively travel.
Agency – The power to make choices and take action.
Compromise – A solution that balances competing needs.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 3: Breaking Barriers – What's Stopping You?

MATERIALS REQUIRED

- Whiteboard and markers.
- Barrier Profile Cards and Questions.
- Barrier Mapping Grid Worksheets.
- My Travel Change Goal Worksheets.
- Video: Removing barriers on the National Cycle Network: Sam's story

LEARNING OBJECTIVE

Students will analyse the social, personal, and systemic factors that impact active travel and set a personal goal informed by this insight.

SUCCESS CRITERIA

- I can explain how different barriers affect different people in different ways.
- I can suggest realistic strategies to work around a barrier.
- I can reflect on my context and create a meaningful travel goal.

TEACHING CONSIDERATIONS

- Respect privacy and diversity – some barriers may relate to family finances, safety, or mental health.
- Foster inclusive, non-judgmental dialogue – students should feel safe to reflect and share.
- Encourage students to think beyond themselves and consider community-wide perspectives.

Extend

- Encourage students to investigate and compare active travel barriers in different settings (e.g. rural vs urban, younger kids vs teens, different cultural groups).
- Invite students to become "support buddies" or travel goal mentors, providing feedback, encouragement and creative suggestions to peers working on their goals.

Enable

- Provide a barrier-themed word bank (e.g. time, routine, traffic, weather, safety) and visual icons or diagrams to support comprehension and vocabulary for all tasks and discussions.
- Give extra processing time and use Think-Pair-Share strategies regularly before whole-class sharing to build confidence and help students prepare their thoughts.

ASSESSMENT

- Observation of group collaboration and solution depth.
- Completed Barrier Mapping Grid.
- Completed My Travel Change Goal worksheet.
- Responses during class discussions and group activities.

Additional links to support teacher knowledge and student learning:

- Active Schools - Active Travel (website)

**ROAD SAFETY
EDUCATION
VICTORIA**

Lesson 3: Breaking Barriers – What's Stopping You?

LEARNING CONTINUUM

Focus: Analysing personal, social and systemic barriers to active travel, evaluating inclusive strategies and setting goals that promote independence, wellbeing and community engagement through sustainable travel choices.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate the influences that impact their travel choices and identify how values, barriers and contextual factors shape active travel behaviour. They explore strategies to make informed, inclusive decisions and set goals to shift travel habits.	Student recognises a personal barrier to active travel with support. Can describe a simple enabler or influence. Responses show limited connection to others or community impacts.	Student describes how personal, social or systemic factors can enable or restrict active travel. Recognises different experiences and begins to suggest inclusive solutions.	Student analyses complex factors that shape active travel choices across personal and community contexts. Justifies inclusive strategies and demonstrates critical thinking in setting a meaningful, realistic goal.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of influences on travel behaviour	1. Identify and explain a personal, social or systemic barrier to active travel	1.0 No response or irrelevant answer	1.1 Names a basic barrier with limited explanation	1.2 Explains a barrier with reference to its source (e.g. personal routine, community infrastructure)	1.3 Analyses the barrier and recognises how it impacts different people or groups
Critical and Creative Thinking	2. Suggest a realistic and inclusive strategy to address a barrier	2.0 No suggestion or unrelated solution	2.1 Suggests a simple or personal solution	2.2 Suggests a practical and inclusive solution considering broader context	2.3 Suggests a creative, multi-step solution that promotes equity and shared responsibility
Goal-setting and agency	3. Set and justify a personal travel change goal	3.0 Goal unclear or unrealistic	3.1 Goal is simple or short-term, with limited justification	3.2 Goal is realistic, connected to personal context, and includes a basic reason for choice	3.3 Goal is meaningful and values-based, includes support strategies and demonstrates self-agency
Evaluating impacts	4. Describe how their goal could support others or the community	4.0 No connection made	4.1 Identifies a general benefit to others	4.2 Describes how the change could support inclusiveness or community health	4.3 Explains how their goal aligns with sustainability, safety or liveability in the wider community

* continued overleaf

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 3: Breaking Barriers – What's Stopping You?

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and Social Capability	5. Contribute to group thinking and inclusive problem-solving	5.0 No contribution or off-task behaviour	5.1 Shares a basic idea when prompted	5.2 Contributes relevant ideas and collaborates respectfully	5.3 Demonstrates leadership or initiative in group discussions, building on others' ideas to co-create solutions

Structure of lesson:

1   **LESSON PHASE:** Introduction (Hook)   **TIMING:** 10 mins

Discussion prompt: What usually stops you from walking, riding or catching the bus to school?

Write the following categories on the board:

- Time
- Distance
- Family routine
- Safety
- Motivation
- Other

Conduct a poll with students adding a tick under the category which matches their response.

Discuss all categories and unpack the top 3 responses by asking:
- *Why are these barriers different for everyone in our class?*
- *Do we have control over these barriers, or not?*
- *Which ones do we and don't we have control over? Are these the same for everyone?*

DIFFERENTIATION STRATEGIES

Enable
- **Use Visual Prompts**: Provide a short list of barrier examples with visual icons or photos and ask students to circle what relates to them.
- **Sentence starters**: Use sentence starters or word banks when discussing in pairs (e.g. "It's hard for me to walk to school because…").

Extend
- **Add a Justification Box**: Ask confident students to write one sentence justifying their sticky dot choice and stick it next to the category for class discussion.
- **Compare & Contrast**: Invite students to compare their barriers to someone else's and explore how circumstances vary across communities.
- **Compare & Contrast**: Student who use active transport share what they did to overcome barriers to support peers.

ROAD SAFETY EDUCATION VICTORIA

Lesson 3: Breaking Barriers – What's Stopping You?

2 **LESSON PHASE:** Explicit Teaching & Modelled Learning   🕐 **TIMING:** 20 mins

Explain the concept of **Systemic barriers** to active travel:

These are broad, societal factors that make it difficult for people to choose walking, bike riding, or other forms of active transportation for their daily journeys. These barriers are not just personal preferences or individual choices, but rather are ingrained in the design of our communities, policies, and social norms. They can include things like lack of safe and accessible infrastructure, social perceptions of safety and the convenience of car-centric environments.

Show video - Removing barriers on the National Cycle Network: Sam's story

Discuss Sam's story and how she overcame the systemic her barrier to active travel.

Brainstorm any other barriers to active travel that haven't been listed on the board and add them to the whiteboard. Examples could include:
· Unsafe bike paths, walking tracks and crossings
· Lack of footpaths
· Road safety issues/traffic conditions & congestion
· Lack of bicycle skills and confidence
· Lack of bike/scooter parking facilities at school
· School bags are too heavy
· Low rates of active travel at school
· Parents are not engaged or supportive of active travel to school.
· Large family with young siblings who can't walk yet.
· Wet weather
· Lack of experience and confidence traveling on Public Transport.

In pairs, students complete a Barrier Mapping Grid worksheet and add any other barriers discussed that aren't on the worksheet.

DIFFERENTIATION STRATEGIES

Enable
· **Provide a Barrier Word Bank**: Give a word/picture support sheet with the barrier examples and meanings to scaffold brainstorming and recording.
· **Small group discussions**: Pause video midway to check comprehension and allow students to discuss what's happening in small groups.

Extend
· **Categorisation Challenge**: Ask students to group the barriers into "personal," "family," "community" and "infrastructure" and explain their reasoning.
· **Mini-Research Task**: Invite interested students to look up a local travel initiative (e.g. bike lanes or school crossing upgrades) and connect it to a barrier on the list.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 3: Breaking Barriers – What's Stopping You?

3   **LESSON PHASE:** Guided Practice   **TIMING:** 15 mins

In groups of 3–4, each group receives 2 x Barrier Profile Cards (e.g., 14-year-old who lives far from school and has a part-time job after school).

Groups record their answers to the following questions written on the cards:
1. *What is stopping this person from actively travelling?*
2. *What could help them shift one part of their routine?*
3. *What support might they need from others (family, friends, school)?*

Teacher moves amongst groups to monitor understanding.

Explore if students have ever found themselves in any of the situations or know someone who has.

DIFFERENTIATION STRATEGIES

Enable
- **Simplify Profile Cards**: Create simplified versions of profile cards with fewer details and clearer barrier cues (e.g. "Lives far away + carries a heavy bag").
- **Provide Solution Prompts**: Offer a 'Travel Shift Ideas' cheat sheet with sentence stems like "Ask someone to…" or "Try a new route…" to prompt ideas.

Extend
- **Add a Challenge Modifier**: Ask students to add a complication (e.g. "It's raining" or "Parent is working late") and brainstorm how the shift might change.
- **Debate the Options**: After presenting their "travel tweak," students defend their proposal against one alternate idea from the class.

4   **LESSON PHASE:** Independent Application   **TIMING:** 10 mins

Students complete the My Travel Change Goal Worksheet.

Prompts:
- One barrier I face is…
- A shift I could make is…
- I will aim to make this change by…
- One person or thing that can help me is…
- How I will check in and track my progress.

DIFFERENTIATION STRATEGIES

Enable
- **Partner Support**: Allow supported peer scribing or verbal goal setting with a classmate or aide for students needing literacy help.

Extend
- **SMART Goal Refinement**: Ask students to revise their travel goal to meet SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).
- **Goal Reflection Video/Voice Note**: Encourage tech-savvy students to record a short pitch or reflection video to add to the Active Challenge Wall.

ROAD SAFETY EDUCATION VICTORIA

Lesson 3: Breaking Barriers – What's Stopping You?

| **5** | **LESSON PHASE:** Review / Reflection | 🕐 | **TIMING:** 10 mins |

Students revisit their <u>My Travel Change Goal</u> and quietly reflect on the following questions:
· *What small change am I committing to this week?*
· *Why is it important to me?*
· *What might get in the way?*

Students **Think-Pair-Share** their goal, giving their partner a word of encouragement or an idea for overcoming a barrier.

Gather students in a circle and invite each student to briefly:
· Share their goal in one sentence ("This week, I will…")
· Say one practical step they will take to achieve it ("To help me do this, I will…")

Optionally, you could have a 'support buddy' system where each student is paired with someone who will check in with them next week about their goal progress.

DIFFERENTIATION STRATEGIES

Enable
· **Flexible Sharing Options:** Allow students to share with a peer, write on a sticky note for the teacher to read aloud, or share with a partner instead of the whole group.

Extend
· **Community Options:** Invite students to suggest a class-wide or community-wide idea that could support more students achieving their goals.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

LESSON SUMMARY

Students explore the concept of risk and hazard identification in more complex active travel scenarios, including shared paths, public transport hubs, and busy urban areas. They analyse how situational factors (e.g., distractions, weather, group pressure) affect decision-making and develop a broader understanding of how to assess risk and develop protective behaviours in real-world contexts. Students engage in layered case studies, a movement-based game, and a creative problem-solving challenge.

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

LEVEL
Years 7-8

LESSON NUMBER
4 of 7

LESSON LENGTH
50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education

CAPABILITIES
· Critical and Creative Thinking
· Personal and Social Capability

**ROAD SAFETY
EDUCATION
VICTORIA**

Lesson 4: Risk Radar – Think Ahead

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.
VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR).

VC2HP8P10 Plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.
VC2HP8M10 Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.

CAPABILITIES

Critical and Creative Thinking

VC2CC8Q02 Judgement suspension to generate/evaluate alternative ideas.
VC2CC8Q03 Strategies for generating new ideas, finding patterns across info.

Personal and Social Capability

VC2CP8S04 Strategies for improving confidence, adaptability and perseverance in response to challenges.
VC2CP8S05 Enablers of and barriers to improvements in working independently, making effective and responsible decisions.
VC2CP8O03 Factors that affect the ways in which personal and group relationships are expressed and experienced, including peer pressure and social expectations.

PRIOR KNOWLEDGE

· Students are familiar with the concept of active travel and basic safety practices.
· Students have previously explored identifying and responding to simple hazards.
· Students understand common distractions and safety rules when travelling.

VOCABULARY

Risk radar – your inner awareness of potential hazards and decision-making cues.
Environmental factors – things in the surroundings that affect safety (weather, time of day).
Peer influence – the way peers can affect your actions, positively or negatively.
Situational awareness – the ability to read and respond to what's happening around you.

MATERIALS REQUIRED

· Whiteboard and markers.
· Student journals or digital device.
· Four room corners signs: Strongly Agree, Agree, Disagree, Strongly Disagree.
· Risk Radar Relay Cards and Solutions.
· Risk Radar Relay Matrix Worksheet.
· Complex Risks – Individual reflection Worksheet.

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 4: Risk Radar – Think Ahead

MATERIALS REQUIRED (Cont'd)

· Videos:
   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 OBJECTIVE

Students will be able to analyse active travel hazards in complex situations and evaluate strategies to reduce risk while considering emotional, environmental, and social factors.

SUCCESS CRITERIA

· I can identify layered risks in complex travel scenarios.
· I can explain how peer pressure, distractions or weather affect my travel decisions.
· I can choose and justify the safest action in a tricky situation.
· I can work with others to problem-solve real-world travel risks.

TEACHING CONSIDERATIONS

· Respect privacy and diversity – some risks may relate to family finances, safety, or mental health.
· Acknowledge transport limitations in rural or low-infrastructure communities.
· Foster inclusive, non-judgmental dialogue – students should feel safe to reflect and share.
· Encourage students to think beyond themselves and consider a total community-wide perspectives.

Extend

· Students redesign a local travel space (bike lane, school crossing) to make it safer and present ideas to the class.
· Create a "Risk Radar" infographic or animation with layered safety tips for their age group.

Enable

· Provide visual scaffolded matrix templates.
· Simplify scenarios or offer fewer choices for students who need extra support.
· Use mixed-ability grouping for the relay game.

ASSESSMENT

· Observations during scenario analysis and discussion.
· Group responses during the "Risk Radar Relay" game.
· Completed Plan the Smart Response decision matrix.

Additional links to support teacher knowledge and student learning:

· BTN - 2010 Cycling Safety - Bike Helmets
· BTN - E-scooter Laws
· How to be a safe bike rider - Transport Victoria

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

LEARNING CONTINUUM

Focus: Analysing layered risks in active travel settings, evaluating the influence of peer and environmental factors, and selecting safe, responsible responses to complex travel situations

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate risk and decision-making in active travel settings. They begin to recognise how emotional, social, and environmental factors shape choices and build awareness of their personal responsibility.	Student identifies basic hazards in a travel setting and names a simple strategy to reduce risk. Shows limited awareness of peer or environmental influences.	Student describes multiple risks in travel situations and explains how factors such as peer pressure, distractions or weather can influence decisions. Begins to justify responses.	Student analyses layered risks with insight and justifies safe, inclusive actions by linking decision-making to emotional control, peer dynamics, and situational awareness.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of risk in travel settings	1. Identify layered hazards in complex travel scenarios	1.0 No response or names only obvious danger	1.1 Identifies one or two hazards with limited explanation	1.2 Describes multiple hazards and explains how they interact in a scenario	1.3 Analyses interrelated risks (social, environmental, behavioural) and prioritises them based on severity
Influence of social and emotional factors	2. Explain how peer pressure, distraction or emotions affect decision-making	2.0 No understanding of influence shown	2.1 Acknowledges peer pressure or distractions as a factor in decision making	2.2 Explains how competing perspectives (e.g., peer goals vs safety) influence decisions	2.3 Critically analyses multiple perspectives and suggests strategies to manage or balance them
Safe and responsible choices	3. Choose and justify the safest response in a given scenario	3.0 No strategy offered or response is unsafe	3.1 Suggests a safe action without clear reasoning	3.2 Chooses a safe action and explains reasoning based on known risks	3.3 Justifies action using logic, context, and shows understanding of short- and long-term consequences
Problem-solving and critical thinking	4. Collaborate to solve real-world travel problems	4.0 Minimal participation or contribution	4.1 Shares an idea with some relevance to the scenario	4.2 Works constructively with others to develop practical responses	4.3 Demonstrates leadership or initiative; builds on others' ideas to suggest realistic and inclusive solutions

* continued overleaf

ROAD SAFETY EDUCATION VICTORIA

Lesson 4: Risk Radar – Think Ahead

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and social capability	5. Reflect on how to help others travel safely	5.0 No reflection or vague/unrelated comment	5.1 States a general idea (e.g., "tell people to be careful")	5.2 Suggests a practical way to support safer choices in peers or the community	5.3 Proposes an empathetic, inclusive action and explains how it empowers others to make safer travel choices

Structure of lesson:

1   **LESSON PHASE:** Introduction (Hook)   **TIMING:** 10 mins

Show the following videos one after the other:

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

Brainstorm the following questions after each video:
· **Ask** students to name the risky behaviour/s and the safe behaviour/s in each scenario.
· **Ask**: *Has anyone found themselves in any of these situations or seen someone exhibit these risky behaviours while travelling?*

Introduce the idea of a 'Risk Radar'. That is your ability to quickly assess what's around you and make safe choices.

Explain: *Today we're going to switch on that radar and explore how thinking ahead can help us travel safer – especially when things around us get complicated.*

DIFFERENTIATION STRATEGIES

Enable
· **Extra Scaffolding**: Provide a visual checklist of "Safe" and "Risky" behaviours to help students sort what they see in the videos.
· **Pre-rehearsal:** Use think-pair-share before group discussion to give quieter students time to rehearse ideas and gain confidence.

Extend
· **Challenge Task**: Invite students to compare the risks in two different modes of transport shown in the videos and justify which is more dangerous and why.
· **Deeper Analysis of Behaviour**: Ask students to predict what might happen next in the video scenarios if someone continued risky behaviour.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

2 **LESSON PHASE:** Explicit Teaching & Modelled Learning   **TIMING:** 15 mins

Explain: Why we need a 'Risk Radar'.

When we travel, whether we're walking, riding, scooting or using public transport, we face all sorts of risky situations. Some risks are easy to see (like a busy road), but others are more hidden - like being distracted by your phone or feeling pressured by friends to take shortcuts.

That's why it's important to switch on your "Risk Radar". It's a way of noticing dangers before they affect you, thinking about what might go wrong, and making smart decisions to stay safe.

Risks often come from different places:
· **Environmental** (e.g. weather, road conditions)
· **Behavioural** (e.g. distractions, poor choices)
· **Social** (e.g. peer pressure, showing off)

Teacher Models a Risk Radar Decision Matrix on board.

Situation	Hazard (What's unsafe here?)	Consequence (What could happen?)	Influencing Factor (What might make it worse?)	Smart Response (What should you do?)
Wet weather + group chat + no lights on bikes	Slippery surface; Low visibility; not paying attention	Not seen by cars; fall off bike and get hurt	Social – group not worried	Wear hi-vis gear, use lights, stay alert
Rushing across the train tracks to catch a train with friends	Not looking before crossing the tracks	Get hit by train or trip and fall	Social – friends yelling "hurry up!"	Stop, wait for next train – it's not worth the risk but it is worth getting there.

Discussion prompts:
· *How do **environmental**, **behavioural**, and **social** factors sometimes overlap to make a situation more dangerous? Give an example.*
· *How can you strengthen your 'Risk Radar' in your everyday travel?*

DIFFERENTIATION STRATEGIES

Enable
· **Extra Scaffolding:** Provide a colour-coded version of the Risk Radar Decision Matrix with sentence starters in each column.
· **Clarifying Risk Types:** Use images or icons (raincloud, phone, peer group) to represent environmental, behavioural, and social risk types

Extend
· **Challenge Task**: Ask students to generate a new scenario and complete the Risk Radar Matrix themselves after the teacher models it once.
· **Apply Critical Thinking**: Challenge them to write a "What if?" consequence where more than one type of risk overlaps (e.g. peer pressure + poor lighting).

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

3 **LESSON PHASE:** Guided Practice   **TIMING:** 15 mins

Explain that students will test their decision-making speed next.

Play Risk Radar Relay using the Risk Radar Relay Cards and Solutions provided.

Students form relay teams of 4-5.

Set up 6 "Scenario Stations" around the room, each with 2 x Risk Radar Relay scenario cards.

Instructions:
· All students from each group move to a station, read the scenarios, and fill in each of the columns of the Risk Radar Relay Matrix worksheet. (Includes: Hazard, Consequence, Influencing Factor, and Smart Response).
· Groups have 3 minutes at each station to complete the matrix.
· Encourage all team members to contribute and share responsibilities within the team.

Debrief after each group has progresses through all 6 stations.

Groups briefly share one example.

Discuss differences between groups' responses.

Explore whether some solutions were more realistic or safe.

DIFFERENTIATION STRATEGIES

Enable
· **Extra Scaffolding**: Assign specific roles within the group (e.g. reader, scribe, timekeeper, checker) and provide clear visual role cards.
· **Collaborative Support & Role Clarity**: At each station, provide one completed example column (e.g. the hazard) and have students complete the rest as a scaffold.

Extend
· **Challenge Task**: Provide an optional "What's Missing?" bonus question at each station (e.g., "What factor might we be overlooking here?").
· **Add Layers of Complexity**: Encourage early finishers to compare both scenarios at a station and decide which one is harder to manage and why.

4 **LESSON PHASE:** Independent Application   **TIMING:** 15 mins

Students consider one OR all three complex scenarios provided on the Complex Risks – Individual reflection worksheet:
1. *Walking alone after dark from a tram stop.*
2. *Crossing a busy intersection with no traffic lights.*
3. *Riding with a friend who pressures you to go on the road instead of the bike path.*

Students individually record responses to the prompts below on a Complex Risks – Individual reflection worksheet:
· *List all potential hazards*
· *Identify the most serious risk*
· *Decide what they would do and explain why*
· *Consider what they'd say to a friend who encourages unsafe behaviour*

Students share responses in pairs or small groups and respectfully discuss similarities and differences in their responses.

Teacher moves amongst groups and checks for understanding and reasoning.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 4: Risk Radar – Think Ahead

··

DIFFERENTIATION STRATEGIES

Enable
- **Extra Scaffolding:** Offer a partially completed example response for one of the three scenarios.
- **Supported Scenario Thinking**: Use a "Sentence Starter Toolbox" to help students begin writing about how they would respond or talk to a friend.

Extend
- **Challenge Task**: Students write a "Response Reflection" paragraph explaining how their plan might change in different conditions (e.g. if they were alone vs with a group).
- **Expand Response Justification**: Invite students to write an advice column response to a fictional peer describing how to handle the risky situation.

---

5   **LESSON PHASE:** Review / Reflection   🕐 **TIMING:** 5 mins

Post 4 signs in corners of the room: "Strongly Agree," "Agree," "Disagree," "Strongly Disagree."

Read statements aloud (students move to show opinion):
- *Phones should always be off when actively travelling.*
- *Peer pressure is the biggest reason students take risks on the way to school.*
- *Most hazards can be avoided if you're paying attention.*
- *It's OK to take risks if you're in a rush.*

Discuss:
- *What did we learn about managing different kinds of risk?*
- *How can we help friends make safer choices too?*

DIFFERENTIATION STRATEGIES

Enable
- **Extra Scaffolding**: Provide each student with time to write their answer before moving to a corner, giving processing time.
- **Structured Participation**: Allow students to choose how they participate instead of moving if they are overwhelmed or unsure.

Extend
- **Challenge Task**: Ask students in each corner to justify their opinion to the class and try to persuade others to switch.
- **Justify and Persuade**: Challenge students to come up with their own safety statement and test it with the class in a new round.

ROAD SAFETY
EDUCATION
VICTORIA

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

ROAD SAFETY EDUCATION VICTORIA

Lesson 5: Rights, Roles & Road Signs

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.

* continued overleaf

ROAD SAFETY EDUCATION VICTORIA

Lesson 5: Rights, Roles & Road Signs

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.

ROAD SAFETY
EDUCATION
VICTORIA

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

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

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 made and by which road users?*

Pair-share observations and journal responses.

* Differentiation Strategies overleaf

ROAD SAFETY EDUCATION VICTORIA

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 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.

ROAD SAFETY EDUCATION VICTORIA

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.

ROAD SAFETY
EDUCATION
VICTORIA

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.

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 6: Map It Out – Timetables and Connections

LESSON SUMMARY

Students will learn how to plan a safe and responsible public transport journey to and from school or other locations in their community. They will explore the reasons for planning, how to estimate travel times, how to read and interpret timetables and what tools and strategies can help them stay safe and adapt to unexpected delays. The lesson reinforces responsible and respectful behaviour in shared spaces and builds students' confidence to travel independently.

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

LEVEL
Years 7-8

LESSON NUMBER
6 of 7

LESSON LENGTH
50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education
· Humanities - Geography

CAPABILITIES
· Critical and Creative Thinking
· Personal and Social Capability

ROAD SAFETY EDUCATION VICTORIA

Lesson 6: Map It Out – Timetables and Connections

Victorian Curriculum 2.0 Content Descriptions

LEARNING AREAS

Health and Physical Education

VC2HP8P08 Investigate and apply strategies to enhance their own and others' health, safety, relationships and wellbeing in a range of environments.
VC2HP8M04 Investigate help-seeking strategies and the role of support networks when making safe and healthy decisions.

Humanities - Geography

VC2HG8K06 Strategies used to enhance the liveability of places, especially for young people, including transport, safety and access to services.

CAPABILITIES

Critical and Creative Thinking

VC2VCCCTM016 Consider the importance of planning and resourcing when making choices and decisions.

Personal and Social Capability

VC2CP8S02 Practise being assertive in a range of situations and identify and examine different sources of support for managing relationships.

PRIOR KNOWLEDGE

· Understand what Active Travel means.
· Be aware of environmental benefits of using sustainable modes of transport.
· Have explored basic safe travel behaviours and hazard awareness.

VOCABULARY

Journey planning – working out your route, timing and transport method ahead of time.
Public transport – buses, trams, and trains that are shared with other people.
Timetable – a schedule that shows what time public transport leaves and arrives.
Delay – when transport is late or interrupted.
Shared space – areas used by multiple people at once (e.g., bus stops, train platforms).
Respectful behaviour – being considerate of others' needs and safety.
Hazard – something that can cause harm or danger.

MATERIALS REQUIRED

· Whiteboard and markers.
· My Journey Planner Worksheet.
· Website links:
  Google maps
  Public transport safety - Safety you can see
  Public Transport Safety - At a train station
  Public Transport Safety - On board a tram
  Public Transport Safety - On board a bus
  PTV App - Journey Planning
  PTV Journey Planner
  Heart Foundation - Community walkability/Interactive-map

* continued overleaf

ROAD SAFETY EDUCATION VICTORIA

Lesson 6: Map It Out – Timetables and Connections

· ·

MATERIALS REQUIRED (Cont'd)
· Video links:
  It's All About Respect - Transport Safety Victoria
  Yarra Trams "Beware the Rhino" Cinema - AdNews
  How does STOPIT help police catch offenders? - PTV

LEARNING OBJECTIVE
Students learn how to plan a safe, efficient journey using public transport by interpreting timetables, using journey planning tools and identifying features that support walkability and accessibility. They develop confidence to travel independently and demonstrate respectful, responsible behaviour in shared public spaces.

SUCCESS CRITERIA
· I can explain why planning a journey is important.
· I can use tools to plan a safe and efficient route.
· I can identify unsafe spaces and behaviours and suggest how to manage them.
· I can describe how to behave responsibly and respectfully on public transport.

TEACHING CONSIDERATIONS
· Be mindful of students who may have limited access to public transport or experience anxiety about travelling alone.
· Consider cultural or accessibility differences that may influence how students approach independent travel.
· Use visuals and real examples from the local community.
· Offer group, pair and individual options to support engagement.

Extend

· Students create a "How-To Guide" poster for using public transport safely in their local area.
· Create mock announcements for train or tram platforms promoting respectful behaviour.
· Explore real-time public transport apps and compare their effectiveness.

Enable

· Pre-fill parts of the journey planner for students who need scaffolding.
· Offer visual timetables or icons.
· Work with a partner or teacher aide for extra planning support.

ASSESSMENT
· Collect My Journey Planner Worksheet to check understanding of route planning and safety responses.
· Observe participation and clarity during group discussions.
· Monitor correct interpretation of timetables and maps.

Additional links to support teacher knowledge and student learning:

· PTV – Start your journey
· Future of Travel (2022 video) BTN
· Safety - On Trams and Stops

**ROAD SAFETY
EDUCATION
VICTORIA**

Lesson 6: Map It Out – Timetables and Connections

LEARNING CONTINUUM

Focus: Developing confident, respectful and independent public transport users through journey planning, safety awareness and responsible behaviour in shared spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students develop confidence in using public transport by learning to plan safe and respectful journeys. They recognise the importance of shared responsibility and respectful behaviour in community travel.	Student identifies the purpose of public transport and can describe a simple route with support. Demonstrates basic awareness of respectful behaviour.	Student explains the importance of journey planning and describes key tools or steps to plan a trip independently. Demonstrates understanding of safety and behaviour expectations in shared spaces.	Student plans a detailed journey using appropriate tools and considers safety, accessibility, and community respect. Demonstrates critical awareness of how public behaviour impacts others and travel safety.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Journey Planning	1. Plan a public transport journey using digital tools	1.0 No response or plan is unclear or Incomplete	1.1 Identifies a simple journey with limited accuracy or detail	1.2 Develops a clear, logical journey using appropriate tools (e.g. planner, timetable, map)	1.3 Creates a complex journey plan with multiple legs and considers travel time, accessibility, and efficiency
Understanding of Safety	2. Identify potential safety risks in a transport journey and suggest strategies	2.0 Risks not identified or suggestions are vague	2.1 Identifies at least one safety concern and a basic response	2.2 Identifies common safety issues and suggests realistic strategies	2.3 valuates safety considerations across the journey and proposes proactive or community-aware responses
Respect and Behaviour in Shared Spaces	3. Describe appropriate respectful behaviours when using public transport	3.0 Response is irrelevant or not provided	3.1 Names general positive behaviours (e.g. be quiet, polite)	3.2 Describes respectful actions relevant to shared spaces and links to real-life examples	3.3 Demonstrates deep understanding of community care, equity, and shared responsibility in public spaces
Critical Thinking and Adaptability	4. Respond to unexpected changes or delays in a journey	4.0 No response or unclear strategy	4.1 Gives a basic idea for what to do if plans change	4.2 Identifies logical backup strategies and support networks	4.3 Demonstrates resilience and flexible thinking in problem-solving multiple potential disruptions

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 6: Map It Out – Timetables and Connections

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Geographical Awareness - Walkability	5. Compare local and city / town walkability features	5.0 No comparison or evidence provided	5.1 Makes a general observation about one area	5.2 Compares walkability using criteria such as crossings, footpaths or connectivity	5.3 Analyses multiple features and discusses how walkability supports safe and active transport choices

Structure of lesson:

1 **LESSON PHASE:** Introduction (Hook) 🕐 **TIMING:** 10 mins

What would you need to know?

Share this scenario prompt:

You need to get to a music concert; sports game, shopping or movies with friends using public transport, and your parents aren't going with you.

Brainstorm:
· What do you need to know before you leave?
· What might you need to take with you?
· What could go wrong and how would you handle it?

Record ideas on the board and group some of them into themes. For example: time, safety, confidence, problem-solving, tech use etc…

Consider that some options such as trains may be safer after hours than buses due to location, lighting, cameras, etc.

Discuss:
· Why might public transport be a good option for teens?
· What challenges do teens and other people in our community face when using public transport (e.g. accessibility, safety, reliability).
· Transport Equity - that everyone should be able to feel safe and travel confidently, no matter their age, background or ability.

Share the following statement about **respect and shared spaces**:

Positive behaviour on public transport and in shared spaces helps create a safer, more welcoming community for everyone. When young people act responsibly and respectfully, it builds a sense of trust and care in the community. Being considerate, following rules and looking out for those who need help, shows leadership and helps everyone feel supported. Your actions can make a real difference in keeping shared spaces safe, inclusive and enjoyable.

Discuss how it relates to the students in the class.

Ask: Has anyone witnessed disrespectful or antisocial behaviour when travelling?

Show video: It's All About Respect - Transport Safety Victoria (Bus travel)

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 6: Map It Out – Timetables and Connections

DIFFERENTIATION STRATEGIES

Enable
· **Visual Prompts**: Provide a visual prompt sheet with images: backpack, map, timetable, phone, Myki card, etc., to support brainstorming.
· **Paired Discussion**: Allow paired discussion before sharing with the class to give time to rehearse and clarify thinking.

Extend
· **Critical Thinking**: Challenge students to brainstorm potential community-wide benefits of teens using public transport (e.g. fewer cars, more independence, social inclusion).
· **Personal Reflection**: Ask students to reflect on how their personal behaviour could influence younger students or adults on public transport.

---

2   **LESSON PHASE:** Explicit Teaching & Modelled Learning   🕐 **TIMING:** 20 mins

Staying Safe on Public Transport – Onboard and at Stations

Explain: Yarra Trams - operator of the world's largest tram network - noticed a disturbing trend back in 2010. There was an increase in the number of incidents where pedestrians were hit by trams. The yellow rhino posters can still be seen on trams around Melbourne with the main message being:

LOOK. LISTEN. Be alert around trams!

Show video: Yarra Trams "Beware the Rhino" Cinema - AdNews

Reinforce:

When we use public transport like buses, trains or trams, we're not just passengers, we're part of a shared space. That means everyone has a role to play in keeping the experience safe, fair and positive for others – even when we are pedestrians.

Shared responsibility means that every person's actions matter. Whether you're sitting quietly, making space for someone with a pram, using respectful language or reporting unsafe behaviour, it all adds up to a better journey for everyone.

Share and explore the website: Public transport safety - Safety you can see

Discuss that there are several ways to manage problems or issues that can arise and that there are staff and many safety features across the train, tram and bus networks in Victoria, all working together to help keep everyone safe.

Discuss the information provided on:
· Protective Services Officers (PSOs)
· Authorised Officers
· Transit Police
· Customer service staff
· CCTV
· Emergency assistance buttons
· Safety zones

Highlight the **STOPIT Text line** features:
· *If you ever see or experience something unsafe or inappropriate on public transport, students can report it using a service called **STOPIT**. It's a private, non-emergency way to let police know what's happened. They just send a text saying **'STOPIT' to 0499 455 455**.*
· *It's important to know that **STOPIT** isn't checked live, so if something serious or dangerous is happening at that time, **you must call Triple Zero (000)** straight away.*

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 6: Map It Out – Timetables and Connections

· *Even one text can help police track patterns and find the people doing the wrong thing. They investigate all reports and may take action, including charging offenders.*

Encourage students to **save the STOPIT number in their phone**, just in case they or someone they know ever needs it.

Show video: How does STOPIT help police catch offenders? - PTV

Display the 360-degree videos:
· Public Transport Safety - At a train station
· Public Transport Safety - On board a tram
· Public Transport Safety - On board a bus

Identify the key safety features found at stations and on public transport vehicles.

DIFFERENTIATION STRATEGIES

Enable
· **Video Pauses**: Use pause-and-predict when showing videos – ask students what they think will happen before watching the next clip.

Extend
· **Deeper Thinking**: Invite students to explore how different people might experience safety differently on public transport (e.g. a younger child, a person using a wheelchair, someone who doesn't speak English well).

---

3 **LESSON PHASE:** Guided Practice   **TIMING:** 15 mins

Public Transport Journey Planning

Show video: PTV App - Journey Planning - Public Transport Victoria.

Facilitate a brief discussion on:
· Why people need to plan their journeys.
· Problems that can happen when you don't plan (e.g., missed connections, getting lost, feeling unsafe).

Brainstorm situations where students may need a back-up plan or help (e.g., delays, lost ticket, bad weather).

Demonstrate a real-life journey plan using the PTV Journey Planner.

Start with your school or local station.
· **Choose** a real-world destination (e.g. MCG, Melbourne Zoo, airport).
· **In collaboration** with students, **show** how to filter by transport type: bus, train, tram or V/Line.
· **Highlight** key info:
   – Departure & arrival times
   – Transfers between services
   – Travel time
   – Accessibility icons (wheelchair access, visual/audio alerts)

Discuss:
· Which journey option would you choose? Why?
· Which option is most accessible for someone with a physical disability or someone travelling with young children?

Walkability and Public Transport

Share: *Good walkability* around public transport makes catching trains, trams and buses easier, safer, more enjoyable and more people are likely to use it. This helps reduce car use, which is better for the environment and keeps our communities healthier and less crowded.

ROAD SAFETY EDUCATION VICTORIA

Lesson 6: Map It Out – Timetables and Connections

Ask students to consider how 'walkable' their local community is using the above factors.

Show video: 10 Most Walkable Cities in the World - Alluring Planet

Explain: Walkability refers to how safe and user-friendly a place is for walking. It considers factors such as:
· **Street Connectivity:** A well-connected network of streets with footpaths, crossings and pedestrian-friendly designs that encourages walking and makes it easier to get around.
· **Pedestrian Safety:** Factors like traffic volume, speed limits, pedestrian crossings and street lighting play a crucial role in ensuring safe walking conditions.
· **Comfort:** Features like shade from trees, well-made footpaths and attractive streetscapes can enhance the walking experience

Share this link - Heart Foundation - Community walkability/Interactive-map and explore the site.

Students compare and **share** the walkability of their local community and one other location by dropping a pin in different locations and viewing the results.

DIFFERENTIATION STRATEGIES

Enable
· **Scaffolded Support**: Provide a partially filled journey planner sheet with step-by-step visuals to help students complete it.
· **Strategic Partnerships**: Partner students less confident with tech or geography with a buddy who can guide them.

Extend
· **Dual Transport mode**: Ask students to plan a journey involving two different transport types (e.g. train + tram).
· **Suggested Improvements:** Invite students to suggest realistic improvements to walkability in their neighbourhood and present their top 2 to the class.

---

4 **LESSON PHASE:** Independent Application   🕐 **TIMING:** 10 mins

Distribute My Journey Planner Worksheet.

Students complete Worksheet in pairs.

Share the following links -

Transport Victoria - Journey Planner   Transport Victoria - Timetables   Transport Victoria – Routes

In pairs, students plan **two routes** using - Google maps and/or the PTV Journey Planner

For example:
1. A public transport journey from school to a destination outside their suburb/town (e.g. a major event or city location). Note travel time, number of changes, cost (if known) and any accessibility considerations.
2. A local walking or bike riding journey from school to a community space (e.g. basketball court, library). Identify crossings, safe paths, hazards, signage, significant landmarks.

Students record responses to discussion prompts:
· Which journey seems more complicated? Why?
· What would make it easier for you to get there?

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 6: Map It Out – Timetables and Connections

DIFFERENTIATION STRATEGIES

Enable
- **Focused Task Support**: Allow students to choose from 2–3 pre-set destinations (with simple route options) rather than starting from scratch.

Extend
- **Creative Extension**: Students identify gaps in signage or infrastructure on their walking journey and write a short improvement recommendation.

---

5   **LESSON PHASE:** Review / Reflection   🕐 **TIMING:** 5 mins

What have we learned?

Quick Roundtable Sharing:
- One thing I learned today that will help me travel safer is…
- One way we can show respect and care for others when using public transport is…

DIFFERENTIATION STRATEGIES

Enable
- **Verbal Support**: Allow students to record an audio message or write instead of speaking if they are anxious about sharing.

Extend
- **Creative Extension**: Invite students to draft a response to: If you were in charge of public transport for one day, what would you change to make it better for young people, older people, and people with disabilities?
- **Creative Share**: Create a short infographic or digital guide for students about how to plan a public transport trip and stay safe, respectful and prepared.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 7: Campaign for Change - Plan it, Pitch it!

LESSON SUMMARY

In this lesson, students bring together all their learnings about active and sustainable travel, including walking, riding, and using public transport. They will demonstrate their understanding of the environmental, social, and health benefits of active travel by creating a persuasive campaign to encourage their peers or local community to make healthy, sustainable travel choices. Using creativity, collaboration, and communication skills, students will design posters, slogans, social media posts, presentations or short videos to promote behaviour change.

SEQUENCE TITLE:

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

LEVEL
Years 7-8

LESSON NUMBER
7 of 7

LESSON LENGTH
50 - 60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education
· English

CAPABILITIES
· Critical and Creative Thinking

ROAD SAFETY EDUCATION VICTORIA

Lesson 7: Campaign for Change - Plan it, Pitch it!

Victorian Curriculum 2.0 Content Descriptions

LEARNING AREAS

Health and Physical Education

VC2HP8P09 Investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing.

VC2HP8M07 Design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes.

VC2HP8M10 Practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities.

English

VC2E8LA07 Explore how still images, moving images and sound use intertextual references to enhance and layer meaning.

VC2E8LY06 Analyse how authors organise ideas to develop and shape meaning.

CAPABILITIES

Critical and Creative Thinking

VC2CC8Q01: Construction of a main question and sub-questions for different purposes.

VC2CC8Q03: Strategies for generating new ideas and identifying patterns across multiple sources.

VC2CC8M01 Select, use and reflect on general and context-specific learning strategies.

PRIOR KNOWLEDGE

· Understand the concept of active and passive travel and their effects on health and the environment.
· Be familiar with benefits of active travel on personal health, environmental sustainability and community wellbeing.
· Have an awareness of persuasive techniques and their use in media and messages (e.g. slogans, visuals, emotional appeal).

VOCABULARY

Campaign – a planned series of actions or messages designed to achieve a goal or influence behaviour.
Persuasion – the act of convincing others to think or act in a certain way using reasoning or emotional appeal.
Call to Action – a clear instruction telling the audience what to do next (e.g. "Ride instead of drive!").
Target Audience – the specific group of people a message is designed to reach or influence.
Visual Literacy – understanding how images, layout, and colour communicate ideas or persuade.
Emotional Appeal – using feelings (e.g. humour, fear, empathy) to make messages more powerful.
Slogan – a short, catchy phrase that sticks in the mind and conveys the main idea of a campaign.

MATERIALS REQUIRED

· Whiteboard and markers.
· Student journals or digital devices.
· Campaign Builder Worksheet.
· Active Travel Websites and Resources Links handout.

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 7: Campaign for Change - Plan it, Pitch it!

MATERIALS REQUIRED (Cont'd)
· Videos:
  Walk to School: what do kids think? - Moonee Valley City Council
  Walk to School: what do parents think? - Moonee Valley City Council
  Walk to School 2017 - Mitchell Shire Council
  National Ride to School Day 2025 - Better Streets Australia

LEARNING OBJECTIVE
Students will apply their knowledge of active and sustainable travel to design a persuasive campaign. They will use communication, creativity and collaboration to influence others to make healthier and more environmentally responsible travel choices.

SUCCESS CRITERIA
· I can explain the purpose and structure of an effective campaign.
· I can work collaboratively to design a message that uses persuasive techniques.
· I can produce a creative campaign product that promotes active travel.
· I can reflect on how campaigns influence behaviour and how mine might impact others.

TEACHING CONSIDERATIONS
· Support students who may have limited digital access or creative confidence by offering low-tech or scaffolded options.
· Be inclusive of students whose personal travel choices are limited due to geography, culture, ability or safety concerns.
· Allow choice in roles, formats and expression to cater to different learning styles and strengths.
· Encourage respectful feedback and build a safe environment for sharing creative work.
· Remind students that small changes in behaviour can have a ripple effect – no change is too small to matter.

Extend
· Run a school-wide vote on the most persuasive campaign and award a sustainability badge.
· Post top campaigns on school social media or newsletter.
· Research local council initiatives and write a letter recommending a student-led campaign idea.

Enable
· Use templates and sentence starters for campaign language ("Our campaign wants to…", "This helps the planet by…").
· Allow visual-only or verbal options for students who struggle with text.
· Provide mini word banks and graphic icons for design inspiration.
· Support planning with mixed-ability groupings and rotating checkpoints.

ASSESSMENT
· Completion and clarity of the Campaign Builder.
· Evidence of persuasive and sustainability language in campaign materials.
· Peer feedback quality.
· Individual reflection responses.
· Teacher observation of group collaboration and discussion depth.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 7: Campaign for Change - Plan it, Pitch it!

Additional links to support teacher knowledge and student learning:

- Vic.gov.au - Active Travel overview (website)
- Sport and Recreation Victoria - Get Active Victoria (website)
- Framing Walking and Bike Riding message guide

LEARNING CONTINUUM

Focus: Designing persuasive campaigns that promote active, sustainable and inclusive travel by applying knowledge of health, environmental and social impacts, and using creative and critical communication strategies.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students apply their understanding of active travel to influence others through persuasive messages. They use communication and creative thinking to design campaigns that promote healthy, safe and sustainable travel.	Student shows a basic understanding of campaign purpose and gives a simple message or idea with limited connection to travel benefits.	Student creates a clear campaign message with some persuasive techniques and connects ideas to health, environment or inclusion.	Student produces a cohesive, creative and purposeful campaign that uses well-considered persuasive techniques and shows deep understanding of active travel benefits and their wider impact.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of health, social & environmental benefits	1. Explain why active travel matters	1.0 No response or incorrect ideas	1.1 Gives a basic or vague benefit without explanation	1.2 Describes multiple benefits with relevant reasoning	1.3 Clearly explains how active travel impacts individual health, environmental sustainability and social inclusion
Persuasive communication	2. Create a message that influences others	2.0 No persuasive techniques evident	2.1 Uses a basic slogan or emotional appeal	2.2 Combines persuasive text and visual elements to appeal to audience	2.3 Strategically selects persuasive devices that resonate with a specific audience and purpose
Campaign planning	3. Plan a campaign with a clear message and purpose	3.0 No clear plan or message	3.1 Campaign idea is general or undeveloped	3.2 Campaign includes a problem, message, audience, and call to action	3.3 Campaign is well-structured, thoughtful, and considers barriers, inclusion and impact

* continued overleaf

ROAD SAFETY
EDUCATION
VICTORIA

LESSON PLAN

Lesson 7: Campaign for Change - Plan it, Pitch it!

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Creative thinking	4. Design a campaign product using creative techniques	4.0 No product or irrelevant format	4.1 Product shows effort but lacks creative elements	4.2 Product uses colour, layout, text or media purposefully	4.3 Product demonstrates originality, engagement and thoughtful visual and/or verbal design choices
Critical reflection	5. Reflect on impact and effectiveness of the campaign	5.0 No reflection or off-topic	5.1 Basic comment on what they liked or found easy	5.2 Reflects on strengths and considers peer feedback	5.3 Thoughtfully analyses what makes their campaign persuasive and how it might influence behaviour change

Structure of lesson:

1   **LESSON PHASE:** Introduction (Hook)   **TIMING:** 10 mins

The Power of a Message

Show videos (linked below) and as a class, analyse:
· What is the message?
· Who is the video trying to influence?
· How does it make you feel or react?
· What techniques, tools and information are used to persuade the target audience?

Consider visuals used, people speaking, information/statistics used.

Write on board: *Message, Audience, Emotion, Call to Action* – introduce these terms as campaign pillars.

Walk to School: what do kids think? - Moonee Valley City Council
Walk to School: what do parents think? - Moonee Valley City Council
Walk to School 2017 - Mitchell Shire Council
National Ride to School Day 2025 - Better Streets Australia

DIFFERENTIATION STRATEGIES

Enable
· **Model one video together**: Pause frequently and unpack the first video as a class, highlighting key persuasive techniques before students attempt analysis of others.

Extend
· **Compare & contrast two videos**: Ask students to analyse two different videos and explain which one is more effective and why, using persuasive language terms (e.g., tone, imagery, appeal to emotion).
· **Critique tone & bias**: Invite students to evaluate how the audience might change their interpretation depending on age, culture or experience.

ROAD SAFETY EDUCATION VICTORIA

LESSON PLAN

Lesson 7: Campaign for Change - Plan it, Pitch it!

2 **LESSON PHASE:** Explicit Teaching & Modelled Learning   **TIMING:** 10 mins

Share Active Travel Websites and Resources Links handout.

Students explore these links and search for other promotions online to gather ideas and see further examples of active travel campaigns.

Building a Campaign That Works

Distribute the Campaign Builder worksheet and discuss the example provided on the sheet – i.e. "Walk for the Planet!".

DIFFERENTIATION STRATEGIES

Enable
· **Step-by-step guide**: Break down each section of the worksheet using icons or examples (e.g., show a completed version with simple language like "Our problem is too many car trips to school. Our main message is…").

Extend
· **Add a campaign goal section**: Invite students to include a success measure or goal at the bottom of the sheet (e.g., "Our campaign will be successful if…").

---

3 **LESSON PHASE:** Guided Practice   **TIMING:** 15 mins

Group Brainstorm & Planning

Students form small groups (3–4), pairs or work individually.

Students consider **assigning or sharing** optional roles to support diverse strengths such as:
· *Creative Director* (design and visuals)
· *Writer/Editor* (slogans, persuasive text)
· *Researcher* (stats or messages from previous lessons)
· *Presenter* (optional pitching later)

Groups, pairs or individuals complete the Campaign Builder worksheet.

Teacher circulates, prompting deeper thought:
· "What problem are you solving?"
· "How will your campaign appeal to emotions or logic?"

* Differentiation Strategies overleaf

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 7: Campaign for Change - Plan it, Pitch it!

DIFFERENTIATION STRATEGIES

Enable

- **Guided question cards**: Provide cards with simple questions or sentence starters based on each group role:
Creative Director: What colours and images would grab attention?
Writer/Editor: What is the most important thing we want to say?
Researcher: Can you find one fact or stat to support our message?
Presenter: How can I make people care about this?

Extend

- **Add competitor research**: Ask students to analyse a real campaign and list what they'd do differently in theirs.
- **Incorporate statistics or survey data**: Challenge students to use data from earlier lessons or conduct a mini-poll with classmates to inform their campaign planning.

---

4   **LESSON PHASE:** Independent Application   🕐 **TIMING:** 15 mins

Create Your Campaign Product

Students use their Campaign Builder plan to produce one of the following:

- **Poster** (paper or digital – Canva, Google Slides, etc.)
- **30-second video pitch** (recorded on phone or laptop)
- **Social media campaign series** (3 post samples + hashtags)
- **Podcast/radio ad** script or recording
- **Mini-presentation** (2 slides with speaker notes)

Encourage diverse formats to cater to visual, auditory and verbal learners.

DIFFERENTIATION STRATEGIES

Enable

- **Template or digital scaffold**: Provide a fill-in-the-blank poster or Canva template, or outline pages for a script.

Extend

- **Multi-format challenge**: Invite students to create two formats (e.g., a poster and a 30-second script) to reach different audiences.

ROAD SAFETY
EDUCATION
VICTORIA

Lesson 7: Campaign for Change - Plan it, Pitch it!

5   **LESSON PHASE:** Review / Reflection   🕐   **TIMING:** 10 mins

Sharing of ideas and Peer Feedback

Students form **small feedback circles** (3–4 groups per circle).

Each group takes **1–2 minutes** to briefly present their campaign idea to the others in their circle:

· **Share** the campaign title, target audience and main message.

After each mini-pitch, other groups offer:

· **One positive comment** about the idea or approach.
· **One suggestion** to improve clarity, creativity, or impact.

Teacher walks between circles to prompt, support and reinforce respectful feedback.

Finish with a whole-class prompt in journals or verbally:

"What feedback will you use to make your campaign stronger next lesson?"

"What do you feel most confident about so far?"

Students complete their campaigns independently and present them at a later date to the class.

Explore sharing them with the wider school community as appropriate.

DIFFERENTIATION STRATEGIES

Enable

· **Feedback sentence frames**: Provide students with simple prompts to guide comments (e.g., "I liked how you…", "Maybe you could add…").
· **Supportive feedback norms reminder**: Revisit respectful feedback expectations using visuals or short role-plays before peer circles begin.

Extend

· **Campaign Comparison:** Compare their campaign to a real-world active travel campaign and write a short reflection on:
  - What techniques do they have in common?
  - What could they borrow or do differently to increase our campaign's impact?

ROAD SAFETY EDUCATION VICTORIA