



LESSON PLAN

Lesson 4: Speaking Up - My Voice Matters

LESSON SUMMARY

In this lesson, students explore the importance of using their voice and making safe choices when something feels unsafe for themselves or others in different travel situations. They will learn that speaking up, moving away, resisting peer pressure and telling a trusted adult are protective choices that help everyone stay safe.

Students practise using confident, respectful and assertive communication to:

- Speak up when feeling unsafe or pressured, including when peers encourage unsafe actions.
- Support a friend or peer who feels unsafe or is experiencing peer pressure.
- Recognise when it's safest to move away and tell someone in their Safety Team.

Students will link these ideas to real-life travel contexts such as when walking, riding and travelling on public transport, in both regional and/or metropolitan environments.

SEQUENCE TITLE: Protective Behaviours – Safe Choices on the Move



LEVEL

Years 5-6



LESSON NUMBER

4 of 6



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability

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Creating a Safe Social Space for Participation and Learning



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

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

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

Additional guidance on creating a safe classroom space can be found in the Department of Education's **Resilience, Rights and Respectful Relationships (RRRR)** and **Building Respectful Relationships (BRR)** teaching and learning materials.

Achievement Standard (Extract)



Health and Physical Education:

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

Personal and Social Capability:

By the end of Level 6, students explain the effect that different personal and social contexts have on emotional responses and behaviours. Students explain a range of ways to support themselves and others in personal and social contexts.

Victorian Curriculum 2.0 Content Descriptions



LEARNING AREAS

Health and Physical Education

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

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

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

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CAPABILITIES

Personal and Social Capability

VC2CP6S02 When and how to use a range of peer support, self-regulation and other productive coping strategies.

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

VC2CP6O03 The characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt.



PRIOR KNOWLEDGE

- Understand what safe vs unsafe (and unsure) feelings might look, sound or feel like when travelling.
- Know about the concept of a Safety Team and be able to name trusted adults and safe places to seek help when travelling.
- Have a basic understanding of protective behaviours, including that they have the right to feel safe at all times.

VOCABULARY

Assertive voice: A clear, calm, respectful way of saying what you need.

Peer Pressure: Feeling pushed or influenced to do something unsafe or uncomfortable.

Move away and tell: A protective behaviour: leave the unsafe situation and find a trusted adult.

Upstander: A person who speaks up or takes action to help someone who feels unsafe.

Body Boundaries: Personal space and physical limits that keep our body and feelings safe.

Respectful Behaviour: Treating others safely and kindly; giving space and asking permission

MATERIALS REQUIRED

- Whiteboard and markers
- Butcher's paper for posters
- [What would you do? What could you say?](#) Picture Cards
- [What would you do? What could you say?](#) Dilemmas and Suggestions (reference sheet)
- [No-Yell-Go-Tell - Kids Helpline](#) Poster
- [Stand Up, Speak Up](#) song lyrics handout
- Video/song: [Stand Up, Speak Up Song - SDO](#)



LEARNING OBJECTIVE

Students will identify when and how to speak up for themselves or others in unsafe travel situations, and practise using assertive, respectful communication to protect personal safety and boundaries.

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SUCCESS CRITERIA

- I can use my voice to speak up when they or someone else feels unsafe while walking, riding, or using public transport.
- I can describe when to move away and tell someone on their Safety Team.
- I can demonstrate respectful and assertive communication, including saying “stop” or “no” to peer pressure related to travel safety.
- I can identify safe and unsafe behaviours around roads, driveways, and shared travel spaces — and explain their decisions.
- I can support others by being an upstander (not a bystander) in travel situations.

TEACHING CONSIDERATIONS

- Keep examples realistic and age-appropriate for Year 5–6.
- Some students may have experienced unsafe travel moments; allow “pass” participation options.
- Reinforce that asking for help or speaking up is protective behaviour, not “dobbing”.
- Use trauma-sensitive language; avoid focusing on fear. Emphasise empowerment, safety, and community responsibility.

Enable

- Provide visuals or prompt cards.
- Pre-teach or display key vocabulary.
- Allow students to role-play using scripts, not improvisation.
- Provide clear sentence stems for speaking up:
- Use smaller, teacher-supported groups for drama-based tasks.
- Provide movement alternatives for students who experience anxiety performing.

Extend

- Add complexity to scenarios (e.g., multiple bystanders, peer pressure, or mixed feelings).
- Ask students to improvise responses using respectful language without scripts or prompts.
- Incorporate reflection tasks where students analyse the effectiveness of different speaking-up strategies.
- Challenge students to create an additional scenario that teaches others how to speak up safely.



USEFUL LINKS

[Road Safety Education Vic – Lesson Plan – Peer Influences and Developing Assertive Behaviour](#)
[Kids Helpline: Your right to safety](#)
[Kids helpline - Asking for help](#)
[National Office for Child Safety - My Superhero Voice – multiple languages](#)
[Tom Curtain feat. Sara Storer - Speak Up](#)
[Napcan poster - Children-have-the-right-to-speak](#)

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

Topic 6: Help-Seeking

Activity #1: “I wonder if I need help with this?”
Activity #2: “Thinking about trust and courage.”
Activity #4: “Rehearsing help-seeking conversations.”
Activity #5: “Communicating clearly.”

Topic 8: Positive Gender Relationships

Activity #5: Upstanders – providing peer support in response to gender-based violence.
Activity #6: Help-seeking in response to gender-based violence.

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ASSESSMENT

- Observation of student engagement in Speak Up Corners and Upstander Challenge.
 - Completed "My Voice Map" poster showing understanding of help-seeking, speaking up, and respectful travel behaviour.
 - Reflection statements demonstrating ability to recognise unsafe situations and appropriate responses.
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LEARNING CONTINUUM

Focus: Using voice and protective behaviours to stay safe when travelling; understanding upstander actions; practising assertive, respectful communication, including telling a trusted adult.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students learn that speaking up is a protective behaviour that helps them keep themselves and others safe. They explore what an upstander does, recognise feelings and body signals that show when something is not okay, and practise using clear, calm and kind communication in simple travel situations.	Students identify basic situations where they might need to use their voice. They name simple speaking-up actions with support (e.g., "tell someone," "say stop"). They recognise when something feels unsafe but rely on prompting to express what they could say or do. They show early awareness of upstander behaviour.	Students describe how speaking up protects themselves and others in a range of travel situations. They explain what an upstander does and use parts of assertive communication (Clear / Calm / Kind). They begin to connect feelings, body signals and choices, showing increasing confidence in stating what they would say or do.	Students confidently explain why speaking up matters for personal and community safety. They apply the three speaking-up rules (Be Clear, Be Calm, Be Kind) independently in travel scenarios. They justify upstander actions, recognise multi-layered impacts on others, and propose actions that promote fairness, inclusion and safety during shared travel.

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ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding speaking up is a protective behaviour	1. Identify why using their voice keeps them safe.	1.0 Gives no response or unrelated idea.	1.0 Names one way speaking up helps (e.g., "keep safe").	1.2 Describes how speaking up protects themselves or others in a specific travel situation.	1.3 Explains and connects speaking up to broader safety concepts (e.g., preventing harm, setting boundaries, supporting others).
Understanding upstander behaviour	2. Describe what an upstander does in a travel situation.	2.0 Gives no response or irrelevant description.	2.1 States one action an upstander takes (e.g., "help someone").	2.2 Describes an upstander action using a familiar example from the lesson.	2.3 Explains how an upstander action influences others or improves safety in the community.
Understanding assertive communication	3. Use assertive speaking-up strategies (Be Clear / Be Calm / Be Kind)	3.0 Gives no strategy or gives an aggressive/ unsafe response.	3.1 Identifies one assertive element (Clear OR Calm OR Kind).	3.2 Uses two assertive elements when describing what they would say in a travel dilemma.	3.3 Uses all three assertive elements and explains why they support safer communication.
Personal and social capability	4. Suggest actions they can take to be an upstander when travelling.	4.0 Gives no suggestion or unclear response.	4.1 Suggests one basic action (e.g., "tell someone").	4.2 Suggests one realistic and safe upstander action in a travel situation.	4.3 Proposes an action and explains how it supports others or improves community safety.

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Structure of lesson:

1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Explain: Every day, when we move through our community, either walking to school, catching the bus or hanging out with friends, things can happen that make us feel unsure, unsafe or pressured.

Did you know that using your **voice** is one of the strongest ways to keep yourself and others safe?

When you speak up clearly and confidently, you can:

- Protect yourself,
- Help a friend who might be in danger, and
- Show others that certain behaviours aren't okay.

That's what being an **Upstander** is all about.

An **Upstander** is someone who takes safe, positive action when something feels wrong. They speak up, move away, or tell a trusted adult.

Play video/songs: [Stand Up, Speak Up Song - SDO](#)

Share Stand Up, Speak Up song lyrics with students so they can follow along and/or sing along.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with a small visual card summarising the three key ideas: Protect yourself, Help others, Use your voice.
- Give students one simple question to listen for during the song (e.g., "What's an example in the song when they say to speak up?").

Extend

- Ask students to identify one lyric that shows "upstanding" behaviour and explain why it matters.
- Invite students to think of a real-life example (from news or school life) that illustrates an upstander.

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LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: *This song reminds us that when something feels wrong or unsafe, using your voice is one of the strongest ways to protect yourself and others. It encourages each of us to be brave, step out of the "shade," and speak up instead of staying silent.*

The message is simple:

- **Stand up** when someone needs help.
- **Speak up** when something doesn't feel right.
- **Shine your light** by using your words and actions to make positive change.

*It also shows that being an **upstander**, that is someone who chooses to help, support or say something, can make the world fairer and safer. Even small actions can make a big difference.*

Your voice is powerful, and today we'll be learning how to use it safely, confidently and respectfully.

The Power of Voice - Using Your Voice Safely and Respectfully

Discuss the **3 Golden Rules of Speaking Up:**

1. **Be Clear:** Say what's happening and what you need.
2. **Be Calm:** Use a strong but respectful tone.
3. **Be Kind:** Protect your own and others' safety without hurting feelings or escalating.

Give 2 contrasting modelled examples.

Example 1 – Unsafe Peer Pressure

- **Situation:** Your friend dares you to race your bike across a driveway when a car is reversing.
- **Model Response:** "I'm not doing that — it's not safe. Let's wait until the car's gone."

Example 2 – Speaking Up for Others

- **Situation:** Someone teases a student for wearing a helmet.
- **Model Response:** "That's not okay. Helmets keep us safe. Let's be kind."

Explain that these are assertive voices, not bossy ones.

Think–Pair–Share: Ask – What makes it hard to speak up sometimes?

Give students 20–30 seconds of silent thinking time.

Then say: *Turn to a partner and share one idea about why speaking up can be tricky. Remember, you don't need to give a personal story – just talk about things people in general find difficult. (This takes the pressure off and keeps the conversation safe.)*

Model a few examples:

- Sometimes speaking up is hard **because you're worried someone might get upset.**
- Sometimes it's hard **because you're not sure if what you're feeling is actually unsafe.**
- Sometimes it's hard **because you don't want to stand out or feel embarrassed.**

Highlight the thoughts, feelings, and body signals that come with each one. This links directly to protective behaviours.

Share the [No-Yell-Go-Tell - Kids Helpline](#) Poster (supplied).

Emphasise the power of using our voice if ever we feel scared, sad or worried.

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DIFFERENTIATION STRATEGIES

Enable

- Give students a mini visual checklist (Be Clear; Be Calm; Be Kind) to follow while listening to the modelled scenarios.
- Provide sentence stems for the Think–Pair–Share (e.g., "Speaking up is hard because...", "I feel nervous when...", "Sometimes I worry that...").

Extend

- Ask students: "What could make this situation even harder?" or "What might you do if your first idea didn't work?"
- Challenge students to rewrite the modelled responses using richer assertive language. For example, adding reasons, negotiating safely, or including a follow-up action.

3 LESSON PHASE: Guided Practice



TIMING: 15 mins

Activity: What would you do? What could you say?

Spread out the What would you do? What could you say? Picture Cards on a table at the front of the classroom (picture facing up).

Invite one student at a time to come forward, select a picture card, and hold it up for the class to see.

Show the card to the class and pose the travel dilemma written on the back. For example:

- **Headphones:** You're walking to school listening to music and someone you don't know comes up behind you and taps you on the shoulder.
- **Crowded Bus:** The bus is crowded, and a peer is insisting you to let them take your seat.

Ask the class to **Think–Pair–Share** their ideas:

- *What would you do?*
- *What could you say?*

After pairs have shared their responses, invite a few students to share with the whole class.

Discuss examples of students showing protective behaviours, such as:

- Using a confident and respectful voice to speak up.
- Moving away from an unsafe or uncomfortable situation.
- Telling a trusted adult if they need help.

Use the What would you do? What could you say? Dilemma and Suggestions reference sheet to continue to model appropriate responses.

DIFFERENTIATION STRATEGIES

Enable

- Provide supported learners with two simple pre-prepared response options to choose from ("I would step away and tell someone" / "I would ask them to stop").

Extend

- After hearing the card, students create a more complex but realistic version of the same scenario (e.g., adding time pressure or peer influence) and explain how their response might need to change.

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4 LESSON PHASE: Independent Application



TIMING: 15 mins

My Voice Map

Students create a mini "My Voice Matters" poster or diagram showing:

- One travel situation where they might need to **use their voice**
- What they could **say**, and
- Who they could **tell** or **ask for help**.

Example prompts:

- A car reversing in a driveway.
- Someone too close to the yellow safety line at the train station.
- A friend wanting to cross against the light.
- A stranger asking questions at a bus stop.
- Friends riding recklessly through a car park.

Emphasise the following statement that groups must highlight on their poster – "**Safe Choices and Strong Voices.**"

DIFFERENTIATION STRATEGIES

Enable

- Provide a sheet with three teacher modelled examples for students to reference.

Extend

- Challenge students to complete two different travel situations or extend one with alternative responses (Plan A / Plan B).

5 LESSON PHASE: Review / Reflection



TIMING: 5 mins

Echo of Courage

Gather students in a circle.

Pass an object (ball, mic, baton). As each student passes it, they finish one of these sentences aloud or silently if preferred:

- "I can use my voice to..."
- "Speaking up helps because..."
- "Safe behaviour is respectful behaviour when..."

Emphasise: *You have a powerful voice to keep yourself and others safe. Remember: if it doesn't feel safe, move away and tell someone in your Safety Team. Respecting boundaries including our own and others', makes everyone feel safer when we travel together.*

Key Messages to Reinforce

- Speaking up is a protective action, not 'dobbing'.
- You can speak up for yourself and others.
- Respecting body boundaries and personal space keeps everyone safe.
- When unsure, move away and tell someone in your Safety Team.
- Your voice has power and it matters.

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DIFFERENTIATION STRATEGIES

Enable

- Allow students to respond silently with a card or thumbs indicator instead of verbalising. They can also pair-share instead of sharing with the whole class.

Extend

- Challenge students to share a short "Upstander Commitment" they will try this week (e.g., "I will speak up when someone is being left out on the bus.").