



UNIT OVERVIEW: Respectful Journeys - Protective Behaviours in Action

Navigating Risk in a Mobile World - Years 9/10

WHY TEACH THIS UNIT?

The illegal use of e-mobility devices, particularly modified e-bikes and underage e-scooter riding, is becoming an increasing safety concern across Victoria.

Modified e-bikes have rapidly become an urgent issue, with teenagers riding powerful, illegally modified vehicles at extreme speeds, often without training, licences, or an understanding of road laws. The illegal riding of e-scooters by children under 16 is also a growing concern, with many young riders using devices unsafely and without awareness of the laws and responsibilities that apply. At the same time, mid-way through secondary school is a stage where peer influence peaks and behaviours are strongly shaped by group dynamics, social reward and fear of exclusion, making risk-taking more appealing and pressure harder to resist.

Year 9–10 students need explicit support to navigate these pressures and practise protective behaviours that keep them safe, not only individually, but within friendship groups where challenging unsafe choices can feel socially costly. Students at this age also seek learning that is authentic, relevant and grounded in real-life scenarios that affect them directly; engagement increases when they can investigate problems, apply critical thinking and have a voice in shaping solutions that matter in their daily lives. Compounding this is a widespread knowledge gap among parents and caregivers, many of whom are unaware of e-bike laws, modification dangers, or even their own child's actual travel habits. This unit positions students as informed decision-makers and effective communicators who can influence peers, educate families and contribute to safer travel practices within their communities.



ACKNOWLEDGEMENT

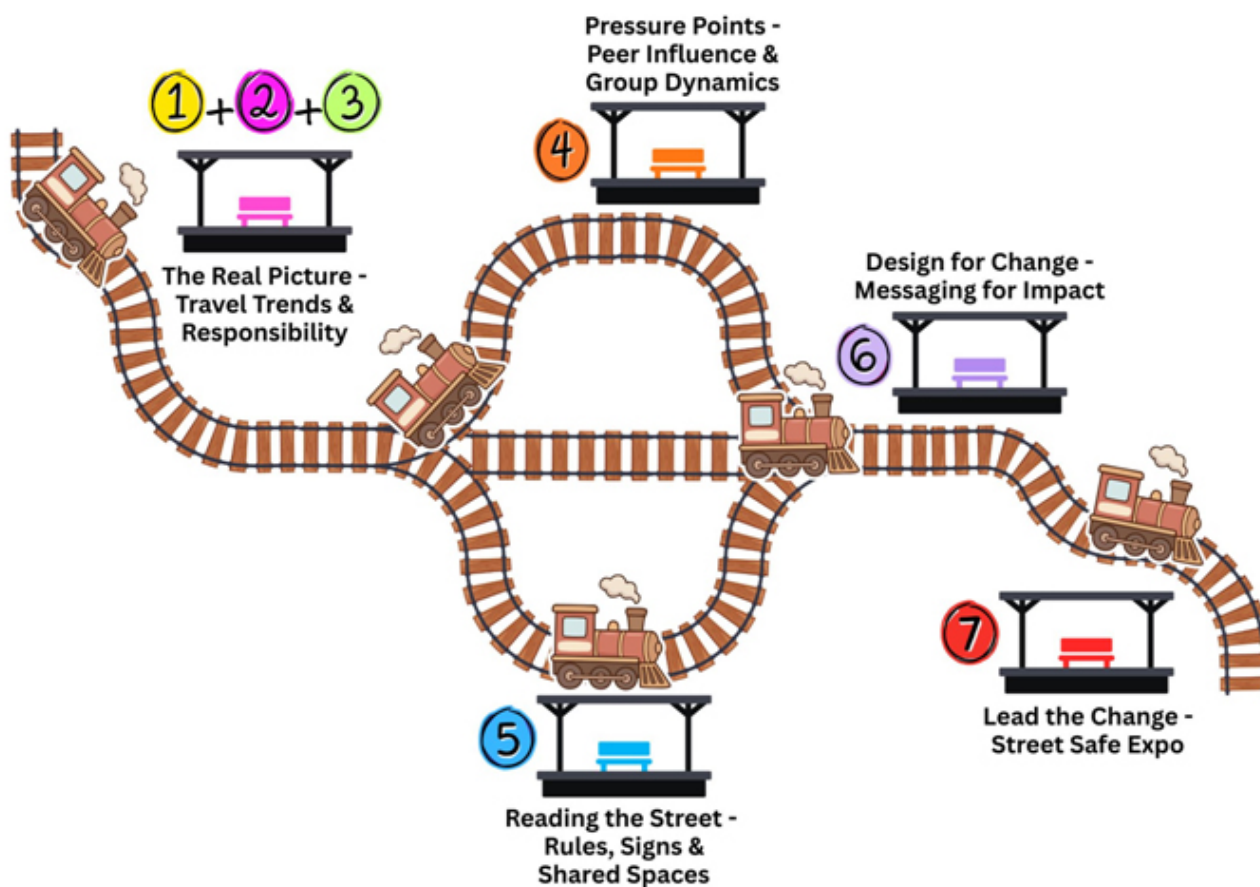
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UNIT OVERVIEW

Navigating Risk in a Mobile World: Years 9/10

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Navigating Risk in a Mobile World is a contemporary, youth-driven protective behaviours unit designed for students in Years 9–10. Through a seven-week inquiry cycle, students investigate the rapidly evolving challenges of travel safety, particularly the rise of illegal and modified e-bikes and e-scooters, the growing influence of peers on unsafe behaviour and the real-world legal and social responsibilities teens hold as emerging independent travellers.

Across the unit, students build a **Street Safe Action Project**, represented in a campaign, product, redesign solution or behaviour-change initiative that targets a real travel-safety issue affecting their school or local community. Each lesson contributes a key component of the project, ensuring all students produce a relevant and purposeful initiative that can be shared with peers, families and the broader school community.

The unit blends protective behaviours, personal and social capability, critical thinking and respectful relationships through examining group dynamics, social pressures, legal issues, infrastructure challenges and respectful behaviour in shared public spaces. This unit positions young people not only as learners, but as advocates, leaders, and change-makers capable of influencing safer travel habits across their local community.

UNIT OVERVIEW

Navigating Risk in a Mobile World: Years 9/10

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LESSON SEQUENCE

This unit includes a recommended lesson sequence designed to build student understanding through inquiry, investigation and action.

- Lessons 1–3 should be taught first, as they establish the core concepts of travel safety, protective behaviours, community responsibility and inquiry skills. These lessons also support students to identify a focus for their **Street Safe Action Project**.
- Following Lesson 3, teachers may choose to:
 - complete Lessons 4 and/or 5 to deepen student understanding and project development; or
 - move directly to Lesson 6 if students are ready to begin planning their project response.
- Lesson 7 is intended as the concluding lesson of the unit, where students finalise, present and reflect on their **Street Safe Action Project**.
- Teachers are encouraged to adapt the sequence and pacing to suit their students, local context and available learning time.

Lessons 1, 2 & 3 — The Real Picture: Travel Trends & Responsibility

Project Step: Define the problem and select project focus.

Students explore real Victorian data, legal information, and teen travel experiences to identify priority issues in their area.

Lesson 4 — Pressure Points: Peer Influence & Group Dynamics

Project Step: Investigate the role of peer influence in contributing to the chosen problem.

Students unpack social pressure, group behaviour, and protective behaviours under peer influence, crafting a clear “why” for their project.

Lesson 5 — Reading the Street: Rules, Signs & Shared Spaces

Project Step: Gather and analyse evidence in local community environment.

Students learn to interpret and critique road signs, markings, transport hubs and shared-space infrastructure to identify local safety gaps.

Lesson 6 — Design for Change: Messaging for Impact

Project Step: Prototype creation

Students examine real campaigns, design communication tools and produce first drafts of their projects, with feedback to refine their impact.

Lesson 7 — Lead the Change: Street Safe Expo

Project Step: Final presentation + community education

Students publicly present their work, educate caregivers, and contribute to a safer school community.

UNIT OVERVIEW

Navigating Risk in a Mobile World: Years 9/10

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THE STREET SAFE ACTION PROJECT

Throughout the unit, students will build towards creating a real-world campaign, product or solution addressing a genuine travel-safety issue in their community.

Steps include:

1. Identifying a local travel safety issue.
2. Investigating why it exists.
3. Analysing who is affected.
4. Researching and gathering evidence.
5. Applying protective behaviours and risk-awareness strategies.
6. Designing a Safe Streets Action Project.
7. Presenting a realistic solution to the school, council, parents or peers.

Students may choose one of three streams:

Option 1 – Community Awareness Campaign

Examples:

- Student education brochure on avoiding unsafe shortcuts, risky intersections or poorly lit routes.
- School presentation on unsafe behaviours on public transport (e.g., peer pressure, harassment, distraction).
- Posters, infographics or school displays explaining legal vs illegal e-bike types, safe speeds and helmet expectations.
- Parent/student education newsletter article on e-bike and e-scooter dangers and safe riding practices.
- Awareness campaign about respectful behaviour on trains, trams and buses.

Option 2 – Behaviour-Change Solution

Examples:

- Peer-designed Safe Riding Charter focusing on speed, control, helmet use, overtaking safely and avoiding modifications.
- "Street Safe Ambassadors" program promoting positive behaviour on public transport and in school travel zones.
- A safety pledge for school riders outlining expectations for shared paths, crossings and road-rule knowledge.
- Guidelines for shared-space etiquette between walkers, bike riders and scooters.
- Student-led campaign to reduce headphone/phone distraction at platforms, crossings and tram/bus stops.
- A lunchtime workshop teaching bike-riding skills, visibility and night-riding habits.

Option 3 – Infrastructure / Environmental Design

Examples:

- Redesigning bike parking or drop-off areas to reduce congestion and improve visibility.
- Safe-route mapping for e-mobility, identifying high-risk roads, poor lighting, shared-path conflict zones and recommended detours.
- Recommendations for improved signage or wayfinding on bike paths and shared paths.
- Designs for safer crossing points on high-speed roads or rural routes with no shoulders.
- Rerouting suggestions to better connect bike paths or reduce conflict between riders and walkers.
- Mapping locations where community-specific barriers exist (e.g., unsafe waiting areas, inaccessible paths for people with disabilities).

Example focus areas:

- Public transport safety (e.g., crowding, harassment, respectful behaviour).
- E-bike & e-scooter safety, laws and responsibility.
- Bike path safety and shared-path conflicts.
- Road rule misconceptions among teens.
- Unsafe roads, regional travel barriers, dangerous intersections.
- Cultural, gender, disability or community-specific safety challenges.
- Peer-influenced travel behaviours.