



LESSON PLAN

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

SEQUENCE TITLE: Protective Behaviours – Navigating Risk in a Mobile World



LEVEL

Years 9-10



LESSON NUMBER

1-3 of 7



LESSON LENGTH

3x 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

In this series of lessons, students use an inquiry process to investigate real and emerging travel-safety issues affecting young people across Victoria and within their own local communities. Through inquiry-based investigations, collaborative discussion and analysis of authentic case studies, students explore how travel behaviour, decision-making, social influence, infrastructure and community environments impact safety and wellbeing.

Across the lessons, students examine a wide range of issues including:

- modified e-bikes and e-scooters,
- risky riding behaviours,
- public transport safety,
- shared-path conflict,
- misunderstandings around travel laws,
- how different groups of people experience travel differently.

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Students are encouraged to think critically about:

- why unsafe situations occur,
- who is most affected,
- how protective behaviours and respectful choices can reduce harm.

Students rotate through a series of evidence stations featuring videos, news reports, government resources, maps, statistics and community examples. Through these investigations, students develop their ability to identify genuine travel-safety concerns, analyse contributing factors, recognise patterns and trends, and evaluate how individual and collective responsibility influence outcomes. Students then select a project pathway and begin developing an action-focused response aimed at improving safety, awareness, behaviour or inclusion within their local context.

By the end of the unit, students will have developed an informed understanding of contemporary travel-safety challenges facing young people and identified a project focus that forms the foundation for their Street Safe Action Project.

Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships** (RR) [teaching and learning resources](#):

- Establish class agreements that help all students and staff to feel safe and respected.
 - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
 - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
 - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
 - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
 - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
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Achievement Standard (Extract)



Health and Physical Education:

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and evaluate strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be negatively impacted. They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

Personal and Social Capability:

Students analyse a range of ways to support themselves and others, make selections and adaptations and justify their decisions, taking into consideration other perspectives, enablers and barriers, as appropriate to different needs and contexts. They explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity. They analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts, considering factors that influence the ability to experience respectful personal and group relationships.

Critical and Creative Thinking

Students construct, use and adapt questions to support thinking in different contexts. They select, justify, use and reflect on a range of strategies to generate new ideas and possibilities and critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives. They analyse and critically reflect on the structure, clarity, consistency and coherence of a conclusion and its justification in different contexts.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP10P05 Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

VC2HP10P08 Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.

VC2HP10P09 Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.

VC2HP10P10 Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VVC2CP10S05 The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.

VC2CP10O01 How divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives.

VC2CP10O03 Personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships.

Critical and Creative Thinking

VC2CC10Q01 The construction and adaptation of questions to suit different contexts.

VC2CC10Q03 Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.

VC2CC10R01 Ways to analyse and improve the structure, clarity, consistency and coherence of a conclusion and its justification in different contexts..

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PRIOR KNOWLEDGE

Students:

- have personal experience travelling in their community (walking, cycling, public transport, car travel, e-bikes or scooters).
- understand basic road and transport safety expectations.
- are familiar with respectful behaviour in shared community environments.
- have used discussion protocols, group collaboration and digital tools for learning activities.
- can identify examples of unsafe, risky or irresponsible behaviour in everyday situations.
- have some awareness of current transport trends or issues affecting young people.

VOCABULARY

Protective behaviours – actions and decisions used to keep yourself and others safe.

Modified e-bike – a bike altered beyond legal speed or power limits.

Risk behaviour – behaviour that increases the likelihood of harm or injury.

Shared-path etiquette – respectful and safe behaviour between different path users.

Peer influence – the impact other people can have on decisions and behaviour.

Harassment – unwanted, intimidating or unsafe behaviour towards others.

Infrastructure – the physical features of the transport environment.

Vulnerable road user – people at greater risk of injury, such as pedestrians or bike riders.

Legal/illegal – whether behaviour is allowed or prohibited by law.

Bystander behaviour – how people respond when witnessing unsafe or harmful situations.

Accessibility – how easily people of all abilities can safely use transport systems.

MATERIALS REQUIRED

- [Travel Investigator Logbook](#)
- Sticky notes
- Butcher's paper or wall display space
- Printed station resources (fact sheets, maps, statistics, news excerpts, images)
- Device access for videos and online resources (if available)
- Mentimeter, Kahoot or Google Forms access
- Headphones for audio/video stations (optional)
- Highlighters, pens and markers



LEARNING INTENTION

Students will investigate contemporary travel-safety issues affecting young people in Victoria and their local community, analyse contributing factors and begin identifying a meaningful issue to explore through their Street Safe Action Project.

SUCCESS CRITERIA

- I can identify a range of travel-safety issues affecting young people in my community.
- I can explain how behaviours, decisions and environments influence travel safety.
- I can analyse how different people experience travel differently.
- I can describe the role protective behaviours play in reducing risk.
- I can use evidence and examples to justify why a travel-safety issue matters.
- I can identify a project focus that is relevant to my community and meaningful to me.

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TEACHING CONSIDERATIONS

- Ensure all case studies, videos and discussions are appropriate for Year 9–10 students.
- Reinforce that the focus is on behaviours, systems and safety, not blaming individuals or groups.
- Be mindful that some students may have personal experiences related to road trauma, harassment, discrimination or unsafe travel experiences.
- Create opportunities for anonymous participation to support honesty and psychological safety.
- Include examples relevant to metro, regional and rural communities.
- Encourage balanced discussions that recognise both individual responsibility and environmental influences.
- Reinforce that transport options such as e-bikes, scooters and public transport can be positive and beneficial when used safely and responsibly.
- Support students in distinguishing between facts, opinions and media bias when analysing sources.
- Some students may require additional support interpreting laws, technical language or statistical information.
- Encourage respectful discussion when exploring topics linked to identity, culture, accessibility and inclusion.
- Ensure students understand that their project focus can come from any issue explored throughout the investigation carousel.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 9-10](#)

Topic #1 - Emotional Literacy

Activity #2: Thinking from different perspectives

Optional Activity: Who is Leading the Motion?

Topic #2 – Personal and cultural strength

Activity #1: Is respect a human right?

Activity #3: Using strengths in ethical dilemmas

Topic #3 - Positive Coping

Optional activity: Traffic Lights Game

Topic #4 – Problem solving

Activity 1: Using a logical model for problem-solving.

Optional activity: Blindfold Drawing Game.



ASSESSMENT

Teachers may collect evidence of learning through:

- observation of student participation during discussions, polling activities and investigation stations.
 - responses and reflections recorded in the [Travel Investigator Logbook](#).
 - collaborative discussions and summaries developed during the evidence carousel.
 - students' ability to analyse causes, impacts and protective behaviours linked to travel safety.
 - completed project-focus planning demonstrating understanding of a genuine community issue.
 - think-pair-share discussions and exit reflections.
 - student capacity to justify why a selected issue is important and worthy of further investigation.
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LEARNING CONTINUUM

Focus: Investigating emerging travel safety issues, analysing risk and responsibility, understanding protective behaviours, and selecting a meaningful project focus to improve safety and respect in the community.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate real travel safety issues affecting young people in their community. They explore how behaviour, decision-making, laws, environments and social influences contribute to risk, and examine how protective behaviours can improve safety, respect and inclusion in shared spaces. Students analyse evidence from multiple sources, reflect on different perspectives and begin developing a project focus that responds to a genuine community issue.	Students identify simple examples of unsafe travel behaviours or risks with support and recognise that some actions can affect safety. They contribute basic ideas during discussions and investigations and begin identifying issues that matter to them personally.	Students describe a range of travel safety issues and explain how behaviours, distractions, peer influence or environments can contribute to risk. They use evidence from investigations to form opinions, consider different perspectives and identify a realistic project focus linked to community safety.	Students analyse complex travel safety issues using evidence from multiple sources and perspectives. They explain how protective behaviours, social responsibility and respectful decision-making influence safety outcomes, and justify a meaningful project focus designed to positively impact their community.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of travel safety issues	1. Identify and describe travel safety risks in the community	1.0 No response or unable to identify a relevant issue.	1.1 Identifies a simple unsafe behaviour or travel issue with support.	1.2 Describes a range of travel safety issues and explains how they may affect people in the community.	1.3 Analyses travel safety risks using evidence and explains why they are important for different groups of people.
Protective behaviours and responsibility	2. Explain how protective behaviours improve safety	2.0 No understanding of protective behaviours shown.	2.1 Names basic protective behaviours related to travel safety.	2.2 Explains how protective behaviours help reduce risk for self and others.	2.3 Evaluates how awareness, respectful behaviour and responsible decision-making improve safety.
Critical and creative thinking	3. Analyse evidence and perspectives from investigations	3.0 Limited participation or no evidence recorded.	3.1 Records simple observations or facts from investigations.	3.2 Summarises information and identifies different viewpoints or contributing factors.	3.3 Analyses evidence from multiple sources and makes connections between behaviour, environment, laws and social influences.

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Inquiry and project focus	4. Select and justify a project focus	4.0 No clear project focus identified.	4.1 Selects a simple issue of interest with limited explanation.	4.2 Identifies a relevant travel safety issue and explains why it matters to the community.	4.3 Justifies a meaningful project focus using evidence, personal insight and awareness of community impact.

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Structure of lesson:



INQUIRY QUESTION: What travel safety issues are emerging in Victoria, and our community, and why do they matter?

GOAL: To provoke curiosity and awareness about what is happening around us.

PROJECT STEP: Define a problem and select a project focus.

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Live Travel Poll

Using Mentimeter/Kahoot/Google Forms, students respond anonymously to the following questions:

- How do you mainly travel to school?
- How do you mainly travel around your community?
- Have you seen a modified e-bike or e-scooter this week?
- Do you feel safe on your route to school?

Display live data.

Distribute sticky notes to each student.

Write the following prompt on the board:

What's are some of the most unsafe or dangerous acts you've seen on your way to school or when travelling in your local community? No names, no blame!

Students record 2–3 observations on sticky notes and stick them on the board or on butcher's paper, under the heading - Travel Risk Wall.

Read out some of the observations to the class.

Highlight how varied and real these issues are and any trends or patterns that may be present.

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DIFFERENTIATION STRATEGIES

Enable

- Students may verbally describe to teacher instead of writing.
- Provide visual icons (e.g., crowded bus, e-bikes, peak-hour traffic).

Extend

- Students cluster the notes into themes (e.g., behaviour, environment, tech).
- Ask students to identify trends or patterns they notice.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

Explain: Whilst independent travel is very important and mostly safe, let's look at the things that make it unsafe or risky by looking at our Travel Risk Wall. We've identified a wide range of real risks that people experience when travelling in our community. Over the next few lessons, we're going to investigate these issues more deeply and start thinking about how we can respond to them.

Protective behaviours are the actions and decisions people use to keep themselves and others safe. They are not just about avoiding danger - they are about taking responsibility for your own safety and the safety of people around you.

When travelling, protective behaviours are especially important because:

- You are often in shared, unpredictable environments (roads, trains, paths).
- Your decisions can have immediate and life-changing consequences for yourself and others.
- You may be influenced by friends, distractions or pressure in the moment.

Emphasise: For teenagers, some of the most important and high-impact protective behaviours when travelling include:

- **Managing distractions** (e.g. phones, headphones, multitasking)
If your attention is elsewhere, you're more likely to miss risks or make unsafe decisions.
- **Making independent, safe decisions** (e.g. not following friends across train tracks or riding unsafely)
Many unsafe situations happen because people follow others instead of thinking for themselves.
- **Following rules and understanding why they exist** (e.g. crossings, helmets, transport rules)
These rules are designed to reduce serious harm - ignoring them increases risk quickly.
- **Respecting others in shared spaces** (e.g. giving space, not intimidating others, appropriate behaviour on public transport)
Your behaviour affects how safe and comfortable others feel.
- **Looking out for others (bystander behaviour)** (e.g. speaking up, helping someone feel safe, not encouraging risky behaviour)
You are not just responsible for yourself - you influence others too.

Highlight this key message: Protective behaviours are about awareness, decision-making and respect. They are what turn a risky situation into a safer one.

Explain: As you move into the investigation phase of this unit, keep these ideas in mind:

1. Travel risks are not the same for everyone.
They vary depending on location, transport type, identity, and environment.
2. Some risks are increasing in Victoria.
(e.g. modified e-bikes and e-scooters).
3. Young people often face specific challenges.
 - Peer influence

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- Distractions
 - Gaps in knowledge about rules and laws
4. Protective behaviours can reduce risk and improve safety for everyone.

Summarise: The goal of this unit is to discover what is actually happening in our community; to identify which issues matter most to us; and how we can positively influence safe, responsible and respectful behaviour.

Project Focus – Street Safe Action Project

Explain: Your goal in this unit is to identify a real travel safety issue that matters to you, your peers or others in your community, and develop a solution that could make a difference.

This is not just about learning – it's about taking action.

You will choose one issue and create a project that helps improve safety, behaviour or awareness in your community.

Outline three types of projects:

- **Option A: Community Awareness Campaign**
→ Create something that educates people.
(e.g. videos, assembly presentation, posters, myth-busting campaigns)
- **Option B: Behaviour-Change Solution**
→ Develop an idea that helps people make better choices.
(e.g. peer-led programs, challenges, pledges, school initiatives)
- **Option C: Infrastructure or Environmental Design**
→ Improve the physical environment
(e.g. safer routes, better signage, design changes)

Emphasise that students should choose an issue that:

- They see happening in real life.
- Affects people in their community.
- They genuinely care about.

Because the goal is simple – to create something that could actually make travel safer and more respectful.

3

LESSON PHASE: Guided Practice



TIMING: 150 mins

Investigation Carousel – What's really happening in Victoria and our community?

Divide students in 5 equal groups.

Explain: All groups rotate through five 'evidence stations' to investigate different travel safety issues.

Groups work together to discuss and prepare a clear and concise summary of each station, including key findings, important insights, responses to the reflection questions and any additional wonderings they may have.

At each station, students spend 30 minutes:

- watching videos.
- reading supplied documents.
- exploring website links.
- answering 'Reflection questions' and recording responses in their Travel Investigator Logbook.

Evidence Stations:

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Station A – Modified E-Bikes/E-Scooters & High-Speed Riding

Inquiry prompt: Why are e-bikes/e-scooters appealing and what can make them dangerous?

Videos -

[Police crackdown on illegal e-bikes | A Current Affair](#)

[Crackdown on dangerous e-bikes after injury surge | 7NEWS](#)

[Dangerous e-bike hoons put on notice | 9 News Australia](#)

[60 Minutes - Families of crash victims fighting for better e-bike regulations](#)

Websites -

[ABC News - Coroner calls for more e-scooter safety awareness after 14-year-old's death in country Victoria](#)

[Transport Victoria - Electric bikes \(e-bikes\)](#)

[RSEV website - E-Rideables in Victoria](#)

[Monash University - E-micromobility is booming, but so are injuries](#)

[Melbourne Uni - Young people are increasingly being killed or injured on e-bikes. It's time for governments to act](#)

[Royal Children's Hospital E-Scooter and E-Bike Fact sheet](#)

[Kidsafe Victoria - Vic Children presenting to emergency departments at record rates as E-Scooter and E-Bike injury rates surge](#)

[Parliament Victoria - Helmet mandates, GPS limits and fines coming for e-scooters](#)

Station Reflection Questions

Students write responses to the following questions in their [Travel Investigator Logbook](#):

1. **What behaviours are making e-bike and e-scooter use unsafe?**
(Think about speed, modifications, risk-taking or peer influence.)
2. **Why might people choose to ride this way?**
(Consider social pressure, convenience, thrill-seeking or lack of awareness.)
3. **How could these choices impact other road or path users?**
(Think about safety, reaction time and shared space responsibility.)
4. **What laws or safety expectations are being ignored or misunderstood?**
(Consider helmet use, speed limits and legal definitions of e-bikes.)
5. **What protective behaviours should riders use to reduce risk?**
(Think about awareness, control and following rules.)
6. **If you or your friends were in this situation, what would responsible and respectful riding look like?**
(Consider your influence on others and the choices you would make.)
7. **What concerns does this raise about e-bike/e-scooter use in your community?**
(Think about patterns, frequency and wider consequences – such as injury, risks, battery fire risks, and the emotional/social/financial impacts that serious injuries have on riders and their families.)

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Station B – Public Transport Behaviour

Inquiry prompt: What behaviours put travellers at risk near or on public transport?

Videos -

[Track Safe Foundation - Rail Safety Week](#)

[Transport Victoria - Always Obey the Signs at level crossings](#)

[Transport Victoria - Taking shortcuts across train tracks is dangerous](#)

[Transport Victoria - Minimise distractions around trains](#)

[Transport Victoria - Don't risk your life, cross safely around trains](#)

[Transport Victoria - Never trespass over train tracks](#)

[Transport Victoria - Cross safely around trains](#)

[Transport Victoria - How STOPIT helps police catch offenders](#)

[Transport Victoria - Unacceptable behaviours on public transport](#)

[Australian students learn public transport 'etiquette' | Nine News Australia](#)

[Dumb Ways to Die - Metro Trains Case Study](#)

[Dumb Ways to Die \(Full Video\)](#)

Websites -

[Track Safe Foundation - Rail safety is a skill for life](#)

[Track Safe Foundation - Phone Down, Look Up \(Passenger rail\)](#)

[arc.educationapps.vic.gov.au/The ad campaign](http://arc.educationapps.vic.gov.au/The_ad_campaign)

Station Reflection Questions

Students write responses to the following questions in their [Travel Investigator Logbook](#):

1. **What unsafe or inappropriate behaviours are happening on or around public transport?**
(Think about distractions, rule-breaking or disrespectful actions.)
2. **How do distractions or peer pressure influence these behaviours?**
(Consider phones, headphones, friends or group dynamics.)
3. **How can these actions affect the safety and comfort of others?**
(Think about personal space, fear and different people in shared environments.)
4. **Who might feel most unsafe in these situations, and why?**
(Consider age, gender, cultural background or past experiences.)
5. **What are the expected rules or behaviours when travelling on public transport?**
(Think about formal rules and social expectations.)
6. **What responsibility do you have to act respectfully and safely in shared public spaces, even when others are not?**
(Consider your behaviour, your influence and bystander actions.)
7. **What questions does this raise about your own behaviour on public transport?**
(Reflect on your habits, awareness and choices.)

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Station C – Shared Paths & Roadway Issues

Inquiry prompt: Where are the danger zones for pedestrians and riders in our area?

Videos -

[Transport Victoria - Be seen at night - look bright, use your lights!](#)

[RACV - Victorian Road Rules: Bike Path Safety for Cyclists & Walkers](#)

[Every Near Miss has an Impact - Rail Safety Campaign \(Tracksafe Foundation NZ\)](#)

[TAC - It's now law to give bicycle riders the space to ride safely](#)

Websites -

[Victoria Walks - Understanding Pedestrian Crashes](#)

[Victoria Walks - Shared paths – the issues](#)

[Victoria Walks - Shared paths - the solutions](#)

[RACV - The must-know road rules for all bike riders in Victoria](#)

[Cycling Victoria - Code of conduct for training cyclists](#)

[Australian Road Safety Foundation - Safer Streets for Everyone](#)

Local walking/riding path maps (google search your local area).

Station Reflection Questions

Students write responses to the following questions in their [Travel Investigator Logbook](#):

1. **Where do conflicts or dangerous situations occur between different users?**
(Think about crossings, intersections and crowded paths.)
2. **What environmental factors contribute to these risks?**
(Consider layout, lighting, poor visibility, signage and congestion.)
3. **How do people's decisions affect the safety of others using the same space?**
(Think about speed, awareness and right of way.)
4. **Which groups might be more vulnerable in these environments?**
(Consider children, older adults or people with disabilities.)
5. **What protective behaviours are needed to safely share these spaces?**
(Think about communication, respect, awareness and rule-following.)
6. **What is your responsibility when moving through shared spaces to ensure others feel safe and respected?**
(Consider your choices, positioning and awareness of others.)
7. **What patterns do you notice in your local area?**
(Think about common risks or repeated issues.)

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Station D – Laws, Rules & Misconceptions

Inquiry prompt: Which rules are teens least aware of?

Videos -

[Half of e-bike riders caught breaking law in Melbourne crackdown | 7NEWS](#)

[Modified e-bikes set to be banned | 9 News Australia](#)

[Victoria Police - What is an e-bike?](#)

[RACV - Bicycles - Victorian Road Rules](#)

[Transport Victoria - Signalised Pedestrian Crossings](#)

Websites -

[Legal Aid Victoria - Bike law A bicycle rider's guide to road rules in Victoria](#)

[RACV - Helmet rules for bikes, scooters and skateboards in Victoria](#)

[Victoria Police - Electric powered scooters](#)

[RACV - Road safety around schools in Victoria: rules, tips and school zones](#)

[RSEV website - E-Rideables in Victoria](#)

[Transport Victoria - Electric bikes \(e-bikes\)](#)

[Transport Victoria - Road rules for pedestrians](#)

[Transport Victoria - E-scooter road rules](#)

[Engage Victoria - Conduct on Public Transport Regulations](#)

[Track Safe Foundation - Expect the Unexpected](#)

[TAC - Cycling safety](#)

[Transport Victoria - Bike riders and sharing the road](#)

[Transport Victoria - Pedestrians sharing roads and paths](#)

Station Reflection Questions

Students write responses to the following questions in their [Travel Investigator Logbook](#):

- 1. What rules or laws are commonly misunderstood or ignored?**
(Think about e-bikes, e-scooters, helmets, crossings or speed limits.)
- 2. Why might teenagers lack awareness or choose not to follow these rules?**
(Consider misinformation, peer influence or perceived low risk.)
- 3. What are the potential consequences of these misunderstandings?**
(Think about safety, legal outcomes and physical/psychological impact on others.)
- 4. How can misinformation or assumptions increase risk?**
(Consider "I didn't know" or "everyone does it" thinking.)
- 5. What knowledge is essential for staying safe and within the law?**
(Think about key rules every teenager should know.)
- 6. What responsibility do you have to understand and follow these rules, even if others don't?**
(Consider personal accountability and setting an example.)
- 7. What do you need to learn or clarify about travel laws?**
(Identify gaps in your own knowledge.)

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Station E – Identity, Culture & Safety Experiences

Inquiry prompt: How do people's travel experience differ and why?

Videos -

[Respect Victoria - Respect Women: 'Call It Out' \(Public Transport\)](#)

[Metro - Community Education programs](#)

Websites -

[The Transport and Planning Portfolio First Peoples Cultural Safety Framework](#)

[Transport Victoria - Accessibility Resources for Public Transport](#)

[Vic Gov - Our plan to make transport more accessible in Victoria](#)

[Yarra Trams - Schools Engagement Program](#)

[Victorian Equal Opportunity & Human Rights Commission - Transport Services](#)

[Vic Gov - Flexible Local Transport Solutions Program](#)

[VLine - Safety](#)

[Hidden Disabilities - What is the Hidden Disabilities Sunflower?](#)

Factsheets and posters -

- Gendered travel concerns:
 - DTP Tip sheet: Gendered differences in transport journeys (provided).
 - Respect Victoria - Respect Women Call it Out fact sheet (provided).

Station Reflection Questions

Students write responses to the following questions in their [Travel Investigator Logbook](#):

1. **How do different people experience travel differently?**
(Think about gender, culture, age, ability or location.)
2. **What barriers or challenges do certain groups face when travelling?**
(Consider access, safety, confidence and discrimination.)
3. **How does awareness (or lack of awareness) of different people's experiences influence safety and behaviour in these situations?**
(Think about what people notice, ignore or don't understand about others' needs and experiences.)
4. **How do behaviour, attitudes or social norms impact these experiences?**
(Think about respect, bias or expectations.)
5. **What does respectful behaviour towards different groups of people look like?**
(Think about inclusion, awareness and empathy.)
6. **What responsibility do you have to consider others' experiences and contribute to a safe, inclusive environment?**
(Consider your actions, language and responses.)
7. **What does this make you think about fairness and respect in your community?**
(Reflect on equity and how people are treated.)

Teacher circulates, questioning, clarifying misconceptions and prompting deeper thinking.

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DIFFERENTIATION STRATEGIES

Enable

- Assign mixed-ability groups with clear roles (reader, recorder, timekeeper).
- Provide simplified station summaries with key icons or bullet points.
- Use audio versions of texts for students needing support.

Extend

- Students take photos (with permission) of key station items to include in project notes.
- Students identify bias in news articles or media framing.
- Students compare rural vs metro risks using external maps.

4

LESSON PHASE: Independent Application



TIMING: 20 mins

Choose a Project focus and justify it!

Remind students of the three types of projects:

- **Option A: Community Awareness Campaign**
→ Create something that educates people.
(e.g. videos, assembly presentation, posters, myth-busting campaigns)
- **Option B: Behaviour-Change Solution**
→ Develop an idea that helps people make better choices.
(e.g. peer-led programs, challenges, pledges, school initiatives)
- **Option C: Infrastructure or Environmental Design**
→ Improve the physical environment
(e.g. safer routes, better signage, design changes)

Emphasise that students should choose an issue that:

- They see happening in real life.
- Affects people in their community.
- They genuinely care about.

Remind students that the goal is simple - to create something that could actually make travel safer and more respectful.

Students begin drafting their project proposal in their [Travel Investigator Logbook](#).

Students record answers the following questions:

- What is the unsafe travel issue?
- Why does it matter?
- Who is impacted?
- What motivates me to work on this?

Drafting the Purpose Statement

Explain: Every student needs a clear purpose statement that guides their Street Safe Action Project.

Examples:

- "We will reduce unsafe behaviour on our local bus routes by educating students on respectful passenger behaviour."
- "We will create awareness about the dangers of modified e-bikes travelling at unsafe speeds."
- "We will improve shared path safety by highlighting problem areas and proposing safer shared-path etiquette."
- "We will address road rule misunderstandings that lead to unsafe crossings near our school."

LESSON PLAN

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

.....

Students draft their first version of the purpose statement.

Teacher circulates and prompts:

- Does your statement link to real issue or behaviour?
- Does it describe a change you want to see?
- Is it realistic for your community?

DIFFERENTIATION STRATEGIES

Enable

- Provide visual examples of each project stream.
- Offer a bank of key issue words and allow students to verbally co-construct their purpose statement with a partner before writing.

Extend

- Students identify which stakeholders might support each option.
- Early brainstorm: "What data will I need to justify this solution?"

5

LESSON PHASE: Reflection / Review



TIMING: 10 mins

Students think-pair-share responses to the following prompts:

"One of the biggest safety concerns teens face in my community is..."

"My **Street Safe Action Project** will focus on..."

DIFFERENTIATION STRATEGIES

Enable

- Students choose from three starter prompts if unsure.
- Students may record audio if writing is difficult.

Extend

- Students propose one question they still want answered next lesson.



LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

SEQUENCE TITLE: Protective Behaviours – Navigating Risk in a Mobile World



LEVEL

Years 9-10



LESSON NUMBER

4 of 7



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

In this lesson, students investigate how peer influence, social norms and group dynamics can shape travel behaviour and contribute to unsafe decisions. Students explore why people may take risks in group settings even when they know the safer choice and examine how belonging, social approval, confidence and risk-taking can affect decision-making in travel environments. The lesson builds awareness of the difference between knowing safe behaviours and consistently applying them, while highlighting the role of protective behaviours and positive influence in shared travel spaces. Students deepen their understanding of the social factors contributing to unsafe behaviour and consider how behaviour change, awareness and positive peer influence can help create safer communities.

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships** (RR) [teaching and learning resources](#):

- Establish class agreements that help all students and staff to feel safe and respected.
 - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
 - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
 - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
 - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
 - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
-

Achievement Standard (Extract)



Health and Physical Education:

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. They evaluate personal strategies to manage emotional responses to different situations and reflect on the impact of their ability to manage these responses on health and wellbeing. Students propose and evaluate strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be negatively impacted. They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

Personal and Social Capability:

Students analyse and evaluate emotional complexity in personal and social contexts from different perspectives. They identify, analyse and reflect on strategies for responding to challenges and for supporting independence and responsible decision-making, considering personal and social enablers of and barriers to success, and making adaptations.

Critical and Creative Thinking

Students select, justify, use and reflect on a range of strategies to generate new ideas and possibilities and critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP10P01 Evaluate factors that shape identities and evaluate how individuals influence the identities of others.

VC2HP10P04 Evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships.

VC2HP10P08 Plan, rehearse and evaluate strategies (including first aid and CPR) for managing situations where their own or others' health, safety or wellbeing may be negatively impacted at home, school and in the community.

VC2HP10P09 Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.

CAPABILITIES

Personal and Social Capability

VC2CP10O03 Personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships.

VC2CP10S04 How to identify and adapt strategies for improving confidence, adaptability and perseverance in response to challenges in different contexts, considering personal and social enablers and barriers.

VC2CP10S05 The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.

Critical and Creative Thinking

VC2CC10Q02 When and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.

VC2CC10Q03 Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.



PRIOR KNOWLEDGE

Students:

- understand basic travel safety expectations and road rules.
- have explored a community travel safety issue in previous lessons.
- can recognise examples of peer pressure or social influence.
- have participated in group discussions and evidence-based investigations.
- have experience reflecting on personal choices and behaviours.

VOCABULARY

Peer influence – the effect other people have on someone's behaviour or choices.

Peer pressure – feeling encouraged or expected to behave a certain way to fit in.

Social norms – behaviours considered "normal" within a group.

Risk-taking – engaging in behaviours that increase the chance of harm or danger.

Group dynamics – the ways people behave and interact in groups.

Positive influence – encouraging others to make safe, respectful or responsible choices.

False confidence – feeling safer or more capable because others are doing the same behaviour.

Behaviour change – actions aimed at improving safety or reducing risk

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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MATERIALS REQUIRED

- Student [Travel Investigator Logbook](#).
- Devices for Mentimeter/Kahoot (if available).
- Printed evidence station resources and articles.
- Short approved videos for investigation stations.
- Butcher's paper or chart paper for group summaries.
- Sticky notes or markers.
- Project focus notes from previous lessons.



LEARNING INTENTION

Students will investigate how peer influence and group dynamics contribute to unsafe travel behaviours and apply this understanding to their chosen community safety issue.

SUCCESS CRITERIA

- I can explain how peer influence can affect travel behaviour and decision-making.
- I can identify situations where people may feel pressure to take risks.
- I can analyse how social factors contribute to unsafe travel behaviours.
- I can apply my understanding of peer influence to my Street Safe Action Project focus.
- I can identify ways positive influence could improve safety in my community.

TEACHING CONSIDERATIONS

- Ensure discussions remain focused on behaviours rather than judging individuals or friendship groups.
- Acknowledge that peer influence can be both positive and negative.
- Use age-appropriate examples that are relevant to teenage travel experiences.
- Be sensitive to students who may have experienced trauma related to accidents, unsafe behaviour or harassment.
- Allow anonymous participation opportunities during polls and scenario responses to encourage honest engagement.
- Reinforce that understanding why unsafe choices happen is essential for creating realistic and effective safety solutions.
- Encourage respectful discussion when students share differing perspectives or personal experiences.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 9-10](#)

Topic #1 - Emotional Literacy

Activity #1: Understanding complex emotions

Activity #2: Thinking from different perspectives

Optional activity: Who is Leading the Motion?

Topic #2 – Personal and cultural strength

Activity #1: Is respect a human right?

Activity #3: Using strengths in ethical dilemmas

Activity #4: Recognising and challenging hate speech

Topic #4 – Problem solving

Activity 1: Using a logical model for problem-solving.

Topic #6 - Help seeking

Activity #1: When should we ask for help?

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics



ASSESSMENT

- Observation of student participation in scenario discussions and evidence-station investigations.
- Contributions to group discussions analysing peer influence and risk-taking behaviour.
- Quality and depth of reflections recorded in the [Travel Investigator Logbook](#).
- Student ability to connect peer influence to their chosen travel safety issue.
- Draft purpose statement demonstrating understanding of behavioural and social factors contributing to the issue.



LEARNING CONTINUUM

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate how peer influence, social norms and group dynamics shape travel behaviour and contribute to unsafe decisions. They explore why people may take risks in social settings, analyse how pressure operates in different environments, and consider strategies that encourage safer, more responsible behaviour in the community.	Students identify simple examples of peer influence and recognise that people may make unsafe choices to fit in. They describe basic examples of risky travel behaviour with support.	Students explain different types of peer influence and describe how social pressure can affect decision-making in travel situations. They use examples and evidence to explain why unsafe behaviour may occur in groups.	Students analyse how peer influence, social norms and group dynamics contribute to unsafe travel behaviour across different contexts. They evaluate contributing social factors and propose informed strategies or interventions to promote safer decision-making and positive peer influence.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of Peer Influence	1. Explain how peer influence affects travel behaviour and decision-making.	1.0 Limited or no understanding of peer influence shown.	1.1 Identifies basic examples of peer influence or pressure in travel situations.	1.2 Explains how different forms of peer influence can contribute to unsafe decisions using relevant examples or evidence.	1.3 Analyses how social norms, group dynamics and pressure shape behaviour in different travel contexts and explains why these behaviours can be difficult to resist.
Critical Thinking and Investigation	2. Investigate and analyse factors contributing to unsafe group behaviour.	2.0 Minimal participation or limited connection to the inquiry focus.	2.1 Identifies simple reasons why people may take risks in groups.	2.2 Uses evidence from discussions, research or case studies to explain patterns of risky behaviour and social influence.	2.3 Evaluates contributing factors across multiple contexts and justifies conclusions using evidence and reasoning.

* continued overleaf



LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Application and Reflection	3. Apply understanding of peer influence to the Street Safe Action Project.	3.0 Reflection or project response incomplete or unclear.	3.1 Identifies how peer influence relates to their chosen issue.	3.2 Explains how social pressures or beliefs contribute to the issue and suggests a realistic response or focus area.	3.3 Develops a clear project direction that demonstrates insight into behaviour change, positive influence or reducing peer-driven risk.
Personal and Social Capability	4. Demonstrate respectful participation and consideration of different perspectives during discussions and investigations.	4.0 Rarely contributes appropriately or shows limited respect for others' viewpoints.	4.1 Participates in discussions and listens to others with prompting.	4.2 Contributes respectfully and considers different opinions or experiences during activities.	4.3 Demonstrates empathy, thoughtful collaboration and an awareness of how different people may experience pressure or risk differently.
Problem-Solving and Behaviour Change	5. Suggest strategies that could reduce unsafe peer-influenced behaviour.	5.0 No realistic strategy suggested or response unrelated to the issue.	5.1 Suggests a simple strategy to improve safety or reduce risky behaviour.	5.2 Explains how a strategy could positively influence behaviour or decision-making.	5.3 Proposes a well-considered strategy, campaign or intervention that targets peer influence and promotes safer group behaviour in realistic settings.

Structure of lesson:



INQUIRY QUESTION: How does peer influence shape travel behaviour, and why can it lead to unsafe decisions?

GOAL: To build awareness of peer pressure and social influence and explore why people take risks even when they know better?

PROJECT STEP: Investigate the role of peer influence in contributing to the chosen problem.

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Place four signs around the room:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

Explain to students that they are not answering based on what *they* would do, but what they think **most teenagers** might do in these situations. This creates emotional distance and reduces pressure or judgement.

Read out a series of short travel-related statements one at a time:

1. "Most teenagers would cross the road early if their friends already started crossing."
2. "Most teenagers think it's okay to look at their phone while walking near traffic."
3. "Most teenagers would feel awkward telling a friend to slow down on an e-bike."
4. "Most teenagers would stay quiet if someone was acting unsafely on public transport."
5. "Most teenagers know the rules, but don't always follow them."

After each statement, students move to the area that matches their opinion.

Pause briefly after each movement and ask:

- What makes people think or act this way?
- Why can it be difficult to make safer choices in groups?
- Does knowing the safe choice always mean people will do it?

Facilitate a short discussion highlighting:

- The difference between awareness and action.
- How peer influence, confidence and social pressure affect decision-making.
- Why protective behaviours are important in shared travel environments.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to stand between signs if unsure.
- Provide examples or rephrase statements for clarification.
- Students may discuss with a partner before moving.

Extend

- Ask students to justify why they think certain behaviours are becoming more common.
- Invite students to identify which statements relate most strongly to responsibility, respect or risk-taking.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Framing the Concept - Peer Influence & Risk

Explain: Many unsafe travel behaviours are influenced by *social pressure*. This can be:

- Direct - someone encouraging or daring you.
e.g., "Just do it - you'll be fine."
- Indirect - wanting to fit in or not stand out.
e.g., everyone else ignores the road rules so you feel weird following them.
- Unspoken - copying what others are doing.
e.g., going along with unsafe shortcuts because "that's what this group always does."



LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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Introduce key ideas:

1. Social Norms – What people believe is “normal” behaviour in a group.
2. Peer Influence – The influence to act in a certain way to be accepted.
3. Risk Amplification – Risk-taking increases in group settings.
4. False Confidence – Feeling safer because others are doing it.

Explain: Across ALL project themes - public transport, shared paths, intersections, e-bikes and e-scooters - unsafe decisions often start with group dynamics, thrill-seeking or wanting to fit in.

Highlight: Teenagers are more likely to take risks in groups due to:

- Desire for belonging.
- Developing decision-making skills.
- Sensitivity to social approval.

Understanding why behaviours happen is essential before trying to change them.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with a clear visual summary of the three types of peer influence (direct, indirect, unspoken).
- Pre-highlight definitions of key terms (social norms, peer influence, risk amplification, false confidence) so they can focus on understanding examples rather than decoding terminology.

Extend

- Ask students to connect each type of peer influence to a real or observed travel situation from their own experience.

3

LESSON PHASE: Guided Practice



TIMING: 30 mins

Investigation Carousel – Why Do People Take Risks?

Students investigate different aspects of peer influence through evidence-based stations.

Groups explore one of the following topics - becoming an 'expert' group after their research.

Students record findings in their [Travel Investigator Logbook](#).

Each 'expert' group then shares their findings with the rest of the class.

Evidence Stations:

** continued overleaf*

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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Station A – The Psychology of Peer Pressure

Inquiry prompt: Why does being in a group change behaviour?

Sources:

- Short explainer video on peer influence - [Peer Group Influence \(Explained in 3 Minutes\)](#)
- Simple research summaries (teen brain, decision-making)
 - [Raising Children - Brain development: pre-teens and teenagers](#)
 - [Melbourne Uni - Teen brains are wired to take risks, but that can be a good thing](#)
- Examples of group risk-taking -
 - [Australian Road Safety Foundation - Peer Pressure, Young Drivers & Road Safety in Australia](#)
 - [TAC - E-Scooters Underage 15sec \(PAR\)](#)

Station B – Social Media & Risk Trends

Inquiry prompt: How does social media influence unsafe behaviour?

Sources:

- Examples of viral risky behaviours (age-appropriate) - [The Conversation - From selfie injuries to viral stunts, social media can be risky for children. Could a ban help?](#)
- Discussion of filming, attention and validation - [Beyond Blue - Social media comparison and validation](#)
- Articles on trends and online influence - [University of Qld - How does social media affect teenagers?](#)

Station C – Real-World Case Studies

Inquiry prompt: What happens when peer pressure leads to unsafe decisions?

Sources:

- News stories (e-bikes, trains, unsafe crossings) - [Teen charged after allegedly mowing down police officer with e-motorbike in Melbourne CBD](#)
- Incident summaries - [The Guardian - 'Peer influence is no joke': Australian government to fund research into youth vaping prevention](#)
- Consequences for individuals and others - [Royal Children's Hospital - Taking risks - teens and young people](#)

Station D – Resisting Pressure & Positive Influence

Inquiry prompt: What helps people make safer choices?

Sources:

- Strategies for speaking up or opting out - [Kids Helpline - Peer pressure and fitting in](#)
- Aspects of positive influence - [Australian Road Safety Foundation - Small Habits, Big Impact](#)
- Examples of peer-led safety initiatives - [ABC News - Horsham College inspiring more students to get active through Move it! Mondays program](#)

Teacher Role:

Circulate and prompt deeper thinking:

- What patterns are you noticing?
- When does influence become pressure?
- Which situations feel hardest to resist?

** differentiation strategies overleaf*

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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DIFFERENTIATION STRATEGIES

Enable

- Support students with structured note-taking scaffolds at each station and provide simplified summaries of research and case studies to assist comprehension.

Extend

- Challenge students to compare across stations to identify patterns in how peer influence operates in different contexts and evaluate which environments most strongly amplify risky behaviour, justifying their reasoning with evidence.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Students return to their chosen issue from the initial lessons.

Students record the following reflection responses in their logbooks:

1. How does peer influence contribute to this issue?
2. When are people most likely to make unsafe choices?
3. Who is most affected by these behaviours?
4. What beliefs or pressures might be driving this?

Students refine their project direction by adding a new layer. For example:

Title: My issue + the role of peer influence.

Students add to their project focus:

- Why this issue happens (not just what happens).
- The social factors behind it.
- Who they may need to influence in their solution.

Students begin considering:

- If doing a campaign → What message challenges peer norms?
- If looking at behaviour change → How can peers influence each other positively?
- If focusing on design solution → How can environments reduce risky group behaviour?

DIFFERENTIATION STRATEGIES

Enable

- Provide a structured reflection scaffold that breaks each question into prompts and offer examples of how to connect peer influence to a chosen issue.

Extend

- Challenge students to deepen their analysis by mapping the chain of influence in their issue (e.g. who influences whom, in what settings, and how).
- Ask students to justify which intervention approach (campaign, behaviour change, or design) would have the greatest impact on reducing peer-driven risk, supported by evidence from earlier lessons.

LESSON PLAN

Lesson 4: Pressure Points - Peer Influence & Group Dynamics

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5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

Exit Reflection – “What Influences Us?”

Students complete a quick written or verbal reflection:

1. What is one strategy that could help someone resist unsafe pressure or positively influence others?

Invite a few students to share responses with the class.

Reinforce key message: Understanding why unsafe behaviour happens is an important step towards creating realistic solutions that improve safety for everyone in the community.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters or allow students to discuss responses with a partner before sharing.
- Students may respond using dot points instead of full sentences.

Extend

- Ask students to explain which type of peer influence (direct, indirect or unspoken) they think has the greatest impact on teenagers and justify their reasoning.



LESSON PLAN

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

SEQUENCE TITLE: Protective Behaviours – Navigating Risk in a Mobile World



LEVEL

Years 9-10



LESSON NUMBER

5 of 7



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

In this lesson, students develop the ability to critically interpret how streets, transport spaces and shared environments communicate safety expectations through signs, symbols, markings and design features. Rather than seeing the built environment as passive, students learn to “read the street” as a system that actively influences behaviour, decision-making and risk.

Students are encouraged to consider that safety is not only a matter of individual behaviour, but also a product of design, communication and environment. They analyse how different groups (e.g. pedestrians, bike riders, drivers, young people, older adults, people with disability) may experience the same space differently.

By the end of the lesson, students will have gathered evidence from real or simulated environments and begun identifying how design and communication influence their chosen travel safety issue. This evidence directly supports their ongoing project work, helping them justify where and why change is needed in their community.

LESSON PLAN

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

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Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships (RR)** [teaching and learning resources](#):

- Establish class agreements that help all students and staff to feel safe and respected.
 - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
 - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
 - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
 - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
 - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
-

Achievement Standard (Extract)



Health and Physical Education:

Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.

Personal and Social Capability:

Students explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity.

Critical and Creative Thinking

Students construct, use and adapt questions to support thinking in different contexts. They select, justify, use and reflect on a range of strategies to generate new ideas and possibilities and critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.

LESSON PLAN

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

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Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP10P05 Propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.

VC2HP10P09 Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.

VC2HP10P10 Plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP10O01 How divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives.

VC2CP10O02 Barriers to and enablers of the acceptance of diversity, and how to evaluate strategies for being respectful of diversity; strategies for managing competing human rights and responsibilities.

Critical and Creative Thinking

VC2CC10Q03 Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.

VC2CC10R01 Ways to analyse and improve the structure, clarity, consistency and coherence of a conclusion and its justification in different contexts.



PRIOR KNOWLEDGE

Students:

- have experience navigating local streets and transport environments.
- understand basic road rules and shared-path expectations.
- have previously identified a travel safety issue for inquiry.
- can observe and describe features in their environment.
- have basic awareness that environments influence behaviour.

VOCABULARY

Regulatory signs – signs that communicate rules that must be followed.

Warning signs – signs that alert users to potential danger.

Guidance signs – signs that provide direction or information.

Shared spaces – environments used by multiple types of road/path users.

Infrastructure – physical elements of transport environments (paths, crossings, lighting, layouts).

Interpretation – how people understand and respond to information or situations.

Accessibility – how usable an environment is for different people.

MATERIALS REQUIRED

- Student [Travel Investigator Logbooks](#).
- Printed or digital sign/road/transport images.
- Station task sheets (A–E).
- Sticky notes or mini whiteboards.
- Devices for Google Maps / Street View (optional).
- Butcher's paper or digital board for class discussion summaries.
- Short stimulus video/s (as listed in lesson plan).
- Project focus notes from previous lessons.

LESSON PLAN

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

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LEARNING INTENTION

Students will analyse how road signs, markings and shared-space designs communicate safety expectations, and evaluate how effectively these systems influence behaviour in real community environments.

SUCCESS CRITERIA

- I can interpret what different road signs, markings and symbols are communicating.
- I can explain how environments influence people's behaviour and safety decisions.
- I can identify where signage or design may be unclear, ineffective or exclusionary.
- I can analyse how different users might experience the same space differently.
- I can connect environmental design to a real travel safety issue in my community.

TEACHING CONSIDERATIONS

- Emphasise that the focus is on behaviour and systems, not blaming individuals or groups.
- Ensure examples reflect a mix of metropolitan, regional and rural contexts where possible.
- Be mindful that students may have personal experiences of road incidents or unsafe travel situations.
- Some students may benefit from using familiar school environments before analysing broader community spaces.
- Encourage respectful discussion when comparing how different users experience the same space.
- Reinforce that environmental critique is aimed at improving safety and inclusion, not criticising authorities or services.
- Support students who struggle with abstract interpretation by using visual examples and guided questioning.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 9-10](#)

Topic #1 - Emotional Literacy

Activity #2: Thinking from different perspectives

Topic #2 – Personal and cultural strength

Activity #1: Is respect a human right?

Activity #2: Valuing character strengths

Activity #3: Using strengths in ethical dilemmas

Topic #4 – Problem solving

Activity 1: Using a logical model for problem-solving.



ASSESSMENT

- Quality of observations and analysis recorded in [Travel Investigator Logbook](#).
 - Student participation and reasoning during station activities and discussions.
 - Ability to correctly interpret and explain meaning of signs, markings and environments.
 - Depth of analysis in identifying effectiveness, limitations, and user impact.
 - Exit reflection demonstrating understanding of how environment influences safety behaviour.
 - Evidence collected to support project focus refinement (notes, sketches, screenshots, annotations).
-

LESSON PLAN

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



LEARNING CONTINUUM

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate how signs, symbols, markings and shared-space designs communicate safety expectations and influence behaviour in public environments. They analyse how people interact with transport systems and evaluate how effectively streets and shared spaces support safety, accessibility and responsible decision-making for different users in the community.	Students identify familiar road signs, symbols and shared-space markings and describe some basic behaviours they are designed to influence. They recognise that people do not always notice or follow signs and begin identifying simple safety risks within community environments.	Students explain how different signs, markings and transport environments influence behaviour and safety. They analyse examples of effective and ineffective communication within shared spaces and begin considering how age, experience, accessibility and behaviour affect how people use public environments.	Students critically evaluate how street and transport environments influence decision-making, behaviour and community safety. They analyse how design, signage, accessibility and social cooperation interact within shared spaces and justify improvements that could create safer, more inclusive and effective community environments.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of street communication systems	1. Identify and interpret road signs, symbols and shared-space markings	1.0 No response or demonstrates limited understanding of signs and markings.	1.1 Identifies common signs, symbols or markings and describes their basic purpose.	1.2 Explains how signs and markings influence behaviour and support safety within shared environments.	1.3 Analyses how effectively signs and markings communicate expectations for different users and situations.
Critical and Creative Thinking	2. Analyse how environments influence behaviour and safety	2.0 Limited analysis or observations unrelated to safety or behaviour.	2.1 Identifies examples of safe or unsafe behaviour within a transport environment.	2.2 Explains how design, signage or shared-space expectations influence people's decisions and interactions.	2.3 Critiques the effectiveness of an environment by considering risk, accessibility, cooperation and community impact.
Investigation and Evidence Gathering	3. Gather and interpret evidence from community environments	3.0 Minimal or incomplete evidence collected.	3.1 Collects simple observations, sketches or examples related to the investigation focus.	3.2 Uses relevant evidence to explain safety issues, behaviours or environmental challenges.	3.3 Selects and analyses detailed evidence to support informed conclusions and potential improvements.

* continued overleaf

LESSON PLAN

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

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Accessibility and Inclusion	4. Evaluate how environments work for different users	4.0 Limited recognition of different user needs or experiences.	4.1 Recognises that some people may experience environments differently.	4.2 Explains how age, mobility, sensory needs or experience may affect how people interpret or use shared spaces.	4.3 Evaluates how effectively environments support accessibility and inclusion and proposes realistic improvements.
Project Development and Decision-Making	5. Apply investigation findings to a community safety project	5.0 Limited connection between investigation findings and project focus.	5.1 Identifies a relevant issue connected to behaviour, signage or environment design.	5.2 Uses investigation findings to refine a project direction or possible solution.	5.3 Justifies project decisions using evidence, analysis and consideration of community safety and inclusion.

Structure of lesson:



INQUIRY QUESTION: How do road rules, signs and shared-space markings influence behaviour and safety in our community?

GOAL: To build students' ability to interpret and critique the "visual language" of streets and transport spaces — what is the environment telling us to do to keep us safe?

PROJECT STEP: Gather and analyse evidence in the local community environment.

1

LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

Show video: [Julian O'Shea - How these blue squares are saving lives](#)

Explain: Every day, whether we realise it or not, the environment is communicating with us. Signs, symbols, markings, crossings and pathways are constantly giving us instructions about how to move safely and responsibly through shared spaces.

Ask:

- On your way to school today, how many signs or markings do you think you passed?
- How many can you actually remember?
- Why do you think people stop noticing them?

Explain: Most people stop actively noticing signs because they become part of the background. Today, students will begin "reading the street" more carefully by analysing how environments influence behaviour, safety and decision-making.

LESSON PLAN

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

.....

Emphasise: Signs and markings alone do not keep people safe. Safety depends on people noticing, understanding and responding appropriately to them.

DIFFERENTIATION STRATEGIES

Enable

- Provide examples of familiar local signs or markings before discussion begins.
- Allow students to brainstorm examples with a partner before sharing with the class.

Extend

- Ask students: "Who decides what signs and rules belong in public spaces, and why?"
- Invite students to consider whether some signs are more effective for different age groups or road users.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

The "Language" of the Street.

Explain: Our streets are systems. Just like laws in society, they rely on shared understanding and cooperation. Signs, symbols and markings are how those rules are communicated quickly, without words, to large numbers of people.

Streets and transport spaces are part of a public systems designed to protect people. Every sign, symbol and marking is there to guide behaviour and reduce risk. They rely on:

- People noticing them.
- People understanding them.
- People choosing to follow them.

Show video: [Julian O'Shea - Why Do Trucks Keep Smashing into This Bridge? | Montague St Bridge](#)

Introduce the four common categories of street communication:

1. Regulatory Signs (Rules)

- Must/must not behaviours.
- Examples: Stop, Give Way, No Crossing signs

These are not suggestions - these are rules. If people ignore or misunderstand them, the consequences can be serious.

2. Warning Signs

- Alert people to danger ahead.
- Examples: Train crossing ahead, slippery surface.

These signs rely on people noticing them and reacting in time.

3. Guidance Signs

- Provide information and direction.
- Example: arrows, shared path symbols.

These signs help people move safely and ease confusion.

4. Shared-Space Markings

- Where people must negotiate behaviour.
- Example: bike and shared paths, crossings, platforms, speeds suited to one transport type but not another

Shared spaces are where things get interesting, and risky. Because now it's not just about rules, it's about people interacting and cooperating space with each other.

LESSON PLAN

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

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Explain: When rules and signs are ignored, it doesn't just affect the person making that decision. It affects others in the community. Think about:

- A driver ignoring a crossing.
- A bike rider speeding along a shared path.
- A pedestrian distracted near traffic.

Ask: Who else is impacted?

Discuss:

- Other road users.
- Vulnerable groups (children, elderly, people with disabilities).
- Families and communities.

Emphasise: Not everyone experiences the same street the same way either.

A space that feels safe to one person might feel confusing, unsafe or inaccessible to someone else.

Highlight:

- Vision impairments.
- Mobility challenges.
- Cultural/language differences.
- Age and experience.
- Neurodiverse sensory needs.

Explain project connection: For your project, this matters. If you're designing a solution, you need to ask - Does this work for everyone or just some people? To create real change, you need evidence. Today is where you start looking at your community like an investigator.

You'll begin analysing real signs, markings and spaces to answer:

- Are they clear?
- Do people follow them?
- Where might things go wrong?

DIFFERENTIATION STRATEGIES

Enable

- Use familiar local examples before introducing more complex transport scenarios.
- Pre-teach key vocabulary such as regulatory, shared-space, accessible and infrastructure.

Extend

- Ask students to compare which types of signs rely most heavily on personal judgement versus strict rule-following.
- Challenge students to identify examples where design may unintentionally encourage unsafe behaviour.

LESSON PLAN

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

.....

3

LESSON PHASE: Guided Practice



TIMING: 30 mins

Investigation Carousel – Reading the street.

Students investigate how signs, markings and shared-space designs communicate safety messages within their own community environments.

Explain: Students will work as "street investigators," analysing examples of road signs, markings, transport spaces and shared environments they have personally noticed in their local area, near school, during travel, or through Google Maps/ Street View/open street map/Melways online exploration.

Emphasise: Students should not only identify what the sign, symbol or marking is, but also analyse:

- What behaviour it is trying to influence.
- Whether it is likely to be effective.
- Who it works well for.
- Who may struggle to understand or respond to it.
- Whether the environment encourages safe or unsafe behaviour.

Students record findings, sketches, observations and analysis in their [Travel Investigator Logbook](#).

Investigation Stations:

Station A – Road Signs & Rules

Task: Find examples of signs that communicate rules or expectations for road users.

Inquiry prompts: How clearly does this sign communicate what people should or should not do? Would everyone interpret it the same way?

Station B – Shared Spaces & Pathways

Task: Identify examples of shared spaces where different people must move together safely.

Inquiry prompts: What behaviours are expected in this space? Where could conflict or confusion occur?

Station C – Public Transport Signage

Task: Find signs, markings or announcements designed to guide behaviour around trains, trams, buses or stations.

Inquiry prompts: What behaviours are these systems trying to influence? What risks could occur if people ignore them?

Station D – Confusing or Ineffective Design

Task: Identify examples where signage, markings or layouts may be unclear, cluttered or easy to ignore.

Inquiry prompts: Why might people misunderstand or overlook this design? What could make it more effective?

Station E – Accessibility & Inclusion

Task: Find examples where street or transport design may work differently for different people.

Inquiry prompts: Who may find this difficult to use or understand? How could the design become more accessible or inclusive?

Circulate and prompt deeper thinking:

- Where could someone misinterpret this?
- Would this still work effectively at night, in poor weather or in crowded conditions?
- How might teenagers respond differently compared to adults?
- Does this design rely more on rules, judgement or cooperation?
- Does this design favour the movement of one transport type over another (ie: cars over bikes)?
- How does this connect to your Street Safe Action Project issue?

LESSON PLAN

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

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DIFFERENTIATION STRATEGIES

Enable

- Provide structured investigation templates with guiding questions and examples of the types of observations students could collect.
- Allow students to work in pairs or assign clear investigation roles (observer, recorder, discussion leader, photographer/sketch artist).

Extend

- Encourage students to compare environments and analyse why some spaces rely more heavily on cooperation and social behaviour than others.
- Invite students to begin proposing improvements or redesign ideas linked to their project focus.

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Project Integration

Ask: Is the issue you are investigating mainly caused by people's behaviour, or is it also influenced by how the environment is designed, signposted, or communicated?

Engage in a brief class discussion to reinforce that most real-world safety issues involve a combination of behaviour and environment.

Allow students to use their investigation evidence to refine their project direction based on one of the following focus areas:

Awareness Campaign Focus

Students consider:

- Which signs, rules or messages are most often ignored or misunderstood in your chosen environment?
- What misunderstandings or assumptions lead to unsafe behaviour?
- What key messages would people need to better notice, understand or rethink?

Behaviour-Change Solution Focus

Students consider:

- What repeated behaviours increase risk in this environment?
- Which rules or expectations are unclear, ignored or inconsistently followed?
- Where could clearer expectations or reminders influence safer choices?

Infrastructure / Design Solution Focus

Students consider:

- Where is signage missing, unclear or ineffective?
- Which parts of the environment create confusion, congestion or unsafe movement?
- What changes to design, layout or signage could improve safety and flow?

Students add supporting evidence from their investigation, such as:

- Photos or screenshots of environments.
- Sketches or annotated diagrams.
- Written observations and notes.
- Quotes or informal feedback from peers/community members.
- Identified hazards or risk points.
- Accessibility or inclusion considerations.

LESSON PLAN

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

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DIFFERENTIATION STRATEGIES

Enable

- Work through one shared example using a familiar school or local space.
- Allow students to work in pairs to support interpretation and recording of observations.

Extend

- Ask students to identify key stakeholders responsible for change (e.g. local council, school leadership, transport authorities) and justify their choices.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

Reflection – One Sign That Matters

Ask students to name one sign or marking you now realise is more important than you thought.

Ask them to then explain why?

Reinforce: Safe communities rely not only on rules and signs, but on people understanding, interpreting and responding responsibly to the environments around them.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as: "This sign is important because..." and "People might be unsafe if..."
- Allow verbal responses before writing.

Extend

- Ask students to identify one improvement that could make the sign, marking or space more effective or inclusive.
- Invite students to connect their reflection directly to their developing project focus.



LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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SEQUENCE TITLE: Protective Behaviours – Navigating Risk in a Mobile World



LEVEL

Years 9-10



LESSON NUMBER

6 of 7



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

In this lesson, students move from identifying travel-safety problems to actively designing realistic solutions that aim to improve safety, awareness and behaviour within their community. Students apply their understanding of current travel issues affecting young people in their community by creating a Street Safe Action Project that responds to a genuine community need. They investigate how successful campaigns, behaviour-change initiatives and environmental designs are shaped by evidence, audience understanding, accessibility and practical thinking.

Throughout the lesson, students work collaboratively to develop early prototypes of their projects. They are encouraged to consider audience needs, inclusivity, accessibility and realistic community impact. The lesson concludes with students reflecting on project strengths, identifying areas for improvement and preparing their solution for final presentation and evaluation.

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships** (RR) [teaching and learning resources](#):

- Establish class agreements that help all students and staff to feel safe and respected.
 - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
 - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
 - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
 - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
 - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
-

Achievement Standard (Extract)



Health and Physical Education:

Students synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

Personal and Social Capability:

Students analyse different perspectives on social issues and the benefits and challenges involved in engaging with different perspectives. They explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity. Students analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts, considering factors that influence the ability to experience respectful personal and group relationships.

Critical and Creative Thinking

Students select, justify, use and reflect on a range of strategies to generate new ideas and possibilities and critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP10P09 Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.

VC2HP10P10 Plan, justify and critique strategies to enhance their own, others and community's health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CPI0S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future.

VC2CPI0S05 The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.

VC2CPI0O03 Personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships.

Critical and Creative Thinking

VC2CC10Q03 Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.

VC2CC10R02 Ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning.



PRIOR KNOWLEDGE

Students:

- understand a range of current travel-safety issues affecting young people.
- have identified and investigated a travel-safety issue relevant to their community.
- can explain how behaviour, environments and decision-making influence safety.
- have gathered evidence and observations from earlier inquiry lessons.
- have experience working collaboratively and providing peer feedback.
- understand basic principles of respectful and inclusive communication.

VOCABULARY

Prototype – an early version or draft of a project used for testing and feedback.

Audience – the group of people a project or message is designed for.

Behaviour change – influencing people to make safer or more positive choices.

Feasible – realistic and achievable within a real-world setting.

Evidence-informed – supported by research, observations or reliable information.

Accessibility – ensuring information or environments can be understood and used by different people.

Inclusivity – designing for diverse needs, backgrounds and experiences.

Refinement – improving a project after feedback or testing.

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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MATERIALS REQUIRED

- Student project journals or logbooks.
- Examples of safety campaigns, posters and community initiatives.
- Art and design materials (paper, markers, sticky notes, rulers).
- Devices for digital design work (if available).
- Feedback checkpoint sheets or peer-review templates.



LEARNING INTENTION

Students will design and refine a realistic travel-safety solution that responds to a genuine issue affecting young people in their community.

SUCCESS CRITERIA

- I can design a solution that clearly responds to a real travel-safety issue.
- I can explain how my project targets a specific audience and behaviour.
- I can use evidence and feedback to improve my project design.
- I can consider accessibility, inclusion and practicality when developing my solution.
- I can refine my project after testing and peer evaluation.

TEACHING CONSIDERATIONS

- Encourage students to design realistic projects that could work within a school or local community context.
- Support students to balance creativity with practicality and audience needs.
- Be mindful that some travel experiences or safety issues discussed may connect to personal experiences of harassment, injury or unsafe situations.
- Encourage respectful peer feedback that focuses on improvement rather than criticism.
- Support accessibility thinking by encouraging students to consider different literacy levels, languages, disabilities and travel experiences.
- Allow flexibility in project formats to support different learner strengths and interests.



USEFUL LINKS

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 9-10](#)

Topic #1 - Emotional Literacy

Activity #2: Thinking from different perspectives

Topic #2 – Personal and cultural strength

Activity #1: Is respect a human right?

Activity #2: Valuing character strengths

Activity #3: Using strengths in ethical dilemmas

Activity 4: Recognising and challenging hate speech

Optional activity: Anyone Who Game

Topic #4 – Problem solving

Activity 1: Using a logical model for problem-solving.

Activity 2: Making an assertive 'I' statement

Optional activity: Blindfold Drawing Game

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact



ASSESSMENT

- Observation of student participation in design discussions, feedback checkpoints and collaborative development.
- Quality and depth of planning recorded in project journals or templates.
- Ability to apply the SAFE framework when designing solutions.
- Evidence of refinement based on peer and teacher feedback.
- Development of a realistic, inclusive and evidence-informed prototype connected to a genuine community issue.



LEARNING CONTINUUM

Focus: Designing, refining and evaluating realistic community safety solutions that use evidence, inclusive thinking and audience-focused messaging to improve travel safety.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students investigate how safety campaigns, behaviour-change strategies and environmental design can influence travel safety in communities. They use evidence, audience awareness and inclusive design principles to develop and refine a Street Safe Action Project that responds to a real safety issue.	Students identify a travel safety issue and develop a basic project idea with support. Their solution may include simple messages or visuals but has limited connection to audience needs, evidence or realistic impact.	Students develop a clear and relevant safety solution that connects to a specific audience and issue. They use some evidence, feedback and inclusive design features to improve their project and explain how it could influence safer behaviour.	Students design and refine a detailed, realistic and evidence-informed solution that strongly considers audience engagement, accessibility and community impact. They justify design decisions, apply inclusive thinking and evaluate how effectively their project could create positive change.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Evidence-Informed Design	1.0 Develop a realistic community travel safety solution using evidence and research.	1.0 Limited or incomplete project development with little connection to evidence or the identified issue.	1.1 Develops a basic solution linked to a travel safety issue.	1.2 Designs a realistic solution that uses evidence, audience awareness and practical thinking.	1.3 Designs a realistic and evidence-informed solution that clearly addresses community safety needs.

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LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Inclusive and Audience-Focused Thinking	2.0 Design a solution that considers different users, needs and perspectives.	2.0 Limited awareness of audience needs, accessibility or inclusion.	2.1 Identifies some audience needs or accessibility considerations.	2.2 Designs a solution that considers different users, communication styles and travel experiences.	2.3 Demonstrates sophisticated inclusive thinking by addressing accessibility, cultural diversity, neurodiversity and community representation within the solution.
Critical and Creative Thinking	3.0 Apply the SAFE framework to refine a project idea	3.0 Limited evidence of planning or refinement.	3.1 Demonstrates some understanding of audience or message design.	3.2 Applies most elements of the SAFE framework to strengthen the project.	3.3 Effectively applies the SAFE framework with thoughtful, inclusive and realistic design decisions.

Structure of lesson:



INQUIRY QUESTION: How can we design and refine realistic solutions that improve travel safety in our community?

GOAL: To support students to develop, refine and trial their Street Safe Action Project using evidence, feedback and real-world thinking.

PROJECT STEP: Design, develop and refine a solution.

1

LESSON PHASE: Introduction (Hook)



TIMING: 15 mins

Share the following examples of real-world safety campaigns, behaviour-change initiatives or environmental design solutions.

Option A: Community Awareness Campaign

[Australian Government - Road Safety Campaign](#)

[TAC - Road to Zero \(video\)](#)

[Bicycle Network - Dooring causes serious injury and death for bike riders](#)

** continued overleaf*

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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Option B: Behaviour-Change Solution

[Dumb Ways to Die - Metro Trains Case Study](#)

[Dumb Ways to Die \(Full Video\)](#)

[Metro - escalator safety campaign](#)

[Track Safe Foundation - Railway crossing safety campaigns](#)

Option C: Infrastructure or Environmental Design

[Way2Go program - SA](#)

[Safe street to school Australia](#)

[Artificial intelligence traffic lights trial to improve pedestrian safety | 9 News Australia](#)

Ask:

1. Which solution would most likely influence teenagers? Why?
2. What makes teenagers actually pay attention to a safety message — fear, humour, emotion, peer influence, or something else? Why?

DIFFERENTIATION STRATEGIES

Enable

- Provide visual examples with clear explanations.
- Allow pair discussion before whole-class responses.

Extend

- Ask students to identify why some campaigns fail despite good intentions.
- Invite students to compare emotional versus factual approaches to behaviour change.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

What Makes a Strong Community Safety Solution?

Explain: Strong solutions are built on evidence, understanding and realistic thinking, not assumptions.

Introduce the "SAFE" design framework:

S – Specific

The solution clearly targets a defined issue or behaviour.

A – Audience-Focused

The solution is designed for the people most affected.

F – Feasible

The solution is realistic, achievable and practical.

E – Evidence-Informed

The solution is supported by research, observations and community evidence.

** continued overleaf*

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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Discuss different project types may require different approaches.

1. Community Awareness Campaigns

Need strong messaging; visuals; emotional connection; audience engagement

2. Behaviour-Change Solutions

Need realistic strategies; positive reinforcement; peer influence awareness; clear expectations

3. Infrastructure / Environmental Solutions

Need evidence of need; accessibility considerations; practical design thinking; understanding of how environments influence behaviour

Focus discussion on designing for all students and families in their community.

Highlight key inclusivity considerations students must be aware of when designing their *Street Safe Action Project*:

- Neurodiversity-friendly layouts (simple visuals, minimal clutter, predictable structure).
- Visual supports for EAL families (icons, diagrams, universal symbols).
- Representing disability (wheelchairs, mobility aids, low-vision, sensory needs).
- Avoiding assumptions - some students rely on public transport alone or walk due to family schedules.
- Culturally respectful language and representation.
- Clear, easy-to-read fonts and high-contrast colours.
- Safety advice that applies to many travel modes, not just one.

Students note relevant ideas in their project journals under the heading - *Design Principles for My Project*.

DIFFERENTIATION STRATEGIES

Enable

- Provide scaffolded examples of each project type.
- Use a teacher-modelled sample project to demonstrate the SAFE framework.

Extend

- Ask students to identify potential unintended consequences of poorly designed safety campaigns.
- Invite students to compare short-term versus long-term behaviour-change strategies.

3&4

LESSON PHASE: Guided Practice & Independent Application



TIMING: 25 mins

Students work individually or in project teams to actively develop a first prototype of their *Street Safe Action Projects*.

Example prototypes:

- **Storyboard** for a short awareness video.
- **Poster** or billboard mock-up.
- **Infographic** explaining laws, safe behaviour, or common misconceptions.
- **Social media tiles** for a teen-designed campaign.
- **Script or outline** for a 30–45 second youth safety video.
- **Safety Charter** for trains, buses or bike paths.
- **Mini redesign:** safer bus stop, crossing, bike route (using diagrams).
- **Parent education flyer**

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LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

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Teacher circulates to support:

- clarity of messages.
- inclusive design.
- connection to evidence collected in Lessons 1–3 and Lessons 4 and 5 (if taught).
- realistic, local impact.

DIFFERENTIATION STRATEGIES

Enable

- Provide structured planning templates, design checklists and sentence starters to support idea development and organisation.
- Allow students to verbally explain or sketch their ideas before creating a formal prototype or digital product.

Extend

- Invite students to create interactive elements such as QR codes, polls, short video edits or digital mock-ups to strengthen audience engagement.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

Students reflect on the progress of their *Street Safe Action Project* and identify one strength and one area they still need to improve before their final presentation.

Prompt students to consider:

- What part of your project is currently most effective?
- How well does your project connect to the original safety issue?
- What changes will you make before presenting your final solution?

Explain: In the next lesson, students will finalise their *Street Safe Action Projects* and present their finished product to the class.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to discuss their reflections with a partner before sharing independently or writing responses.

Extend

- Encourage students to identify measurable indicators of success for their final project presentation or campaign.



LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

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SEQUENCE TITLE: Protective Behaviours – Navigating Risk in a Mobile World



LEVEL

Years 9-10



LESSON NUMBER

7 of 7



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

In this culminating lesson, students bring together their learning from the Street Safe Action Project by refining and presenting a real-world travel safety solution in an Expo-style format. Working individually or in groups, students prepare a clear, evidence-based presentation that communicates a specific travel safety issue affecting young people in their community and proposes a practical response designed to influence safer behaviours.

Across the lesson, students refine their ability to communicate ideas clearly, respond to feedback, and evaluate the real-world feasibility and impact of their solution. They critically assess whether their project is accessible, inclusive, and likely to influence behaviour change among their intended audience.

The lesson culminates in a Street Safe Action Project Expo, where students present to peers, explain their reasoning, and engage in structured feedback. This provides an authentic opportunity for students to demonstrate how their ideas could contribute to improving travel safety in schools and the wider community.

** continued overleaf*

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

Importantly, the lesson also shifts students from classroom-based design to real-world application, with a focus on how their work will now be shared beyond the school setting to create meaningful impact.

Creating a Safe Social Space for Participation and Learning



In alignment with the Department of Education's **Respectful Relationships** (RR) [teaching and learning resources](#):

- Establish class agreements that help all students and staff to feel safe and respected.
 - Notice, name and address sexist or inappropriate behaviour, utilising classroom agreements and school codes of conduct.
 - Be clear about what is appropriate to share in a group space and what is better suited to a private setting.
 - Provide content advice and help-seeking reminders to support the wellbeing of students when engaging with sensitive material prior to and at the beginning of lessons.
 - Remind students that they are not expected to disclose personal experiences and use protective interrupting to redirect students to a conversation with a teacher in a more private and safe space.
 - Let wellbeing staff know the lesson is running in case students seek support afterwards as discussions may bring up concerns about harassment, disclosures of gender-based violence, unsafe environments, or anxiety about travel.
-

Achievement Standard (Extract)



Health and Physical Education:

Students synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

Personal and Social Capability:

Students analyse different perspectives on social issues and the benefits and challenges involved in engaging with different perspectives. They explain the importance of respecting diversity and analyse the challenges involved, considering factors that influence the acceptance of diversity. Students analyse and evaluate strategies for being respectful of diversity and for managing competing rights and responsibilities in different contexts, considering factors that influence the ability to experience respectful personal and group relationships.

Critical and Creative Thinking

Students select, justify, use and reflect on a range of strategies to generate new ideas and possibilities and critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives.

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

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Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP10P09 Critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions.

VC2HP10P10 Plan, justify and critique strategies to enhance their own, others and community's health, safety, relationships and wellbeing.

CAPABILITIES

Personal and Social Capability

VC2CP10S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in challenging contexts; strategies for connecting personal strengths and interests to plan for the future.

VC2CP10S05 The significance of individual responsibility and adaptability in decision-making when completing challenging tasks and planning for the future.

VC2CP10O03 Personal, social and cultural factors that influence the ability to experience respectful personal and group relationships; the rights and responsibilities of individuals in relationships.

Critical and Creative Thinking

VC2CC10Q03 Strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives.

VC2CC10R02 Ways to analyse and evaluate claims and grounds for claims for the qualities of accuracy, precision, depth or breadth when reasoning.



PRIOR KNOWLEDGE

Students:

- have identified and explored a real-world travel safety issue relevant to young people.
- understand key protective behaviours and factors that contribute to unsafe travel situations.
- have developed a draft or prototype of a Street Safe Action Project.
- have engaged in peer feedback and iterative improvement of their ideas.
- can communicate basic reasoning and justify design choices.
- have experience presenting ideas in small-group or structured classroom settings.

VOCABULARY

Expo – a structured public-style presentation where projects are shared with an audience.

Refinement – improving a product or idea based on feedback and evaluation.

Feasibility – how realistic or achievable an idea is in the real world.

Impact – the effect a solution may have on behaviour or safety outcomes.

Audience – the people a message or project is designed for.

Feedback loop – using responses from others to improve an idea.

Behaviour change – influencing how people act in real-world situations.

Clarity – how easy it is for others to understand a message or idea.

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

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MATERIALS REQUIRED

- Student Street Safe Action Project drafts or prototypes.
- Feedback sheets or structured peer review templates.
- Sticky notes or reflection cards.
- Devices for digital presentations (optional: slides, videos, QR codes, polls).
- Butcher's paper or display space for Expo setup.
- Projector or screens (if needed for presentations).
- Timer or rotation schedule for Expo flow.



LEARNING INTENTION

Students will refine and present a travel safety solution that addresses a real issue in their community, using evidence, feedback and clear communication to demonstrate impact and feasibility.

SUCCESS CRITERIA

- I can clearly explain the travel safety issue my project addresses.
- I can present a solution that is realistic, evidence-based and relevant to my audience.
- I can respond to feedback to improve the clarity and impact of my project.
- I can evaluate whether my solution would influence safer behaviour in real-world settings.
- I can reflect on how my project could be shared beyond the classroom to create community impact.

TEACHING CONSIDERATIONS

- Ensure Expo environment is structured, respectful and supportive for all presenters.
- Reinforce that feedback should be constructive, specific and behaviour-focused (not personal).
- Support students who experience presentation anxiety by offering alternative formats (paired presenting, smaller groups or recorded presentations).
- Be mindful of emotional sensitivity if students are discussing real incidents or unsafe experiences.
- Ensure equitable participation across groups and encourage balanced speaking roles.
- Monitor timing closely to ensure all students have adequate opportunity to present and receive feedback.
- Emphasise that the purpose is real-world impact, not perfection of product.
- Encourage inclusive language and culturally respectful communication across all presentations.

ASSESSMENT

- Teacher observation of presentation clarity, engagement and understanding of travel safety concepts.
 - Quality and depth of final Street Safe Action Project presentation (issue identification, solution design, feasibility and impact).
 - Peer and self-assessment based on structured feedback criteria.
 - Student ability to respond to questions and justify design decisions.
 - Reflection on how the project could be implemented or shared beyond the classroom in a real-world context.
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LESSON PLAN

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LEARNING CONTINUUM

Focus: Refining, presenting and evaluating a real-world travel safety solution using evidence, feedback and audience impact thinking.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students develop, refine and present a travel safety solution for a public audience. They explore how to use feedback, evidence and real-world thinking to improve clarity, impact and feasibility. They consider how their solution influences behaviour and supports safer travel in the community.	Students identify a basic travel safety issue and present a simple solution with limited explanation. They may make minimal changes when given feedback and rely heavily on teacher guidance to improve their work. Consideration of audience, inclusion or real-world impact is limited or unclear.	Students clearly explain a travel safety issue and proposed solution. They use peer and teacher feedback to make relevant improvements to clarity or design and begin to consider whether their solution would influence behaviour. They show some awareness of audience needs, inclusion and feasibility.	Students critically refine and present a well-developed travel safety solution that is clear, evidence-based and audience-focused. They actively use feedback to improve impact and feasibility, and demonstrate strong understanding of how their solution could influence behaviour change and address diverse community needs.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Problem understanding and clarity of message	1.0 Clearly communicate the travel safety issue and intended change in the Street Safe Action Project.	1.0 No clear issue identified or message is unclear or unrelated to travel safety.	1.1 Identifies a general travel safety issue with limited explanation or clarity.	1.2 Clearly explains the issue and intended change so an audience can mostly understand the purpose of the project.	1.3 Communicates a clear, focused and compelling explanation of the issue and solution that is easy for a public audience to understand.
Evaluation, refinement and use of feedback	2.0 Use peer/teacher feedback and evidence to improve the project.	2.0 No evidence of using feedback or making improvements.	2.1 Makes basic changes to the project based on feedback, but improvements are limited or surface-level.	2.2 Uses feedback to make relevant improvements to clarity, impact or design, showing some reasoning.	2.3 Critically evaluates feedback and evidence to refine and significantly improve the effectiveness, realism and impact of the project.

* continued overleaf

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ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Real-world impact, inclusion and feasibility of solution	3.0 Design a solution that is realistic, inclusive and could influence behaviour change in the community.	3.0 Solution is unrealistic, unclear, or does not consider audience or real-world application.	3.1 Describes a solution that has some real-world relevance but limited consideration of different users or practical constraints.	3.2 Proposes a realistic solution that shows consideration of inclusion, audience needs and likely behaviour change.	3.3 Designs a highly realistic, inclusive and well-reasoned solution that clearly considers diverse users, barriers, and demonstrates strong potential to influence real-world travel behaviour.

Structure of lesson:



INQUIRY QUESTION: How can we present realistic solutions that improve travel safety in our community?

GOAL: To refine, rehearse and present the Street Safe Action Project using evidence, feedback and real-world thinking.

PROJECT STEP: Refine, prepare and present a solution for public presentation (Expo style).

1

LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

Two Things I've Learned, One Thing I'm Unsure About

Purpose: Activates reflection and highlights areas needing refinement before final presentation.

Students individually **reflect** and **write**:

- Two protective behaviour or safety design principles they now feel confident using in their project
- One aspect of their project they are still unsure about or want feedback on before presenting

DIFFERENTIATION STRATEGIES

Enable

- Offer a visual checklist of protective behaviours and SAFE framework reminders.

Extend

- Ask students to identify why they feel confident in those two areas.



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2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Students participate in structured rotating feedback checkpoints to refine their *Street Safe Action Project*.

Feedback Checkpoint A – Clarity Check

Inquiry prompt: Does the audience clearly understand the issue and message?

Students evaluate:

- What is this project trying to change?
- What stands out most?
- What might confuse people?

Feedback Checkpoint B – Behaviour Impact Check

Inquiry prompt: Would this realistically influence behaviour?

Students evaluate:

- Would people your age pay attention to this?
- Would this actually change behaviour?
- What would make it more powerful?

Feedback Checkpoint C – Accessibility & Inclusion Check

Inquiry prompt: Does this solution work for different people?

Students evaluate:

- Who might struggle to connect with this?
- Is anything unclear or exclusionary?
- Does this suit different audiences?

Feedback Checkpoint D – Practicality & Feasibility Check

Inquiry prompt: Could this realistically happen in a school or community?

Students evaluate:

- Is this realistic?
- Who would need to support this?
- What barriers could exist?

Circulate and prompt deeper thinking through questioning:

- What evidence supports this solution?
- How does this connect to your original issue?
- What behaviour are you trying to influence?
- What assumptions are you making about your audience?
- How will you know if this works?

Students independently revise and improve their projects based on peer and teacher feedback.

DIFFERENTIATION STRATEGIES

Enable

- Offer structured feedback sheets with guiding questions and icons.

Extend

- Students prepare audience interaction components such as polls, QR codes or feedback forms.

LESSON PLAN

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3&4

LESSON PHASE: Guided Practice & Independent Application



TIMING: 35 mins

Students participate in a **Street Safe Action Project Expo**, presenting their refined solutions to the class in a gallery or presentation-style format.

Each student or group:

- Presents their solution clearly to an audience.
- Explains the issue they are addressing.
- Describes how their solution works and who it is for.
- Shares evidence, reasoning and design choices.
- Responds to questions and feedback from peers and teacher.

Audience members rotate through presentations, engaging in respectful listening and providing structured feedback on:

- clarity of message
- impact on behaviour
- inclusivity and accessibility
- realism and feasibility

The Expo creates an opportunity for students to demonstrate how their ideas could influence real-world travel safety in their school or community.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to present in pairs or small groups for support.
- Offer reduced audience size or smaller presentation groups where needed.

Extend

- Students evaluate which projects have the strongest potential real-world impact and why.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

Students reflect on their Expo presentation and shift their focus to the next step: sharing their *Street Safe Action Project* with their intended audience in a real setting.

Remind students that their project is no longer just a class task – it is now something designed to be shared beyond the classroom to help improve travel safety in their community.

Discuss how, where and when each project will be shared beyond the classroom.