



LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

.....

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

.....

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

.....

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

.....

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.

** continued overleaf*



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

.....

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

.....

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**

* continued overleaf

LESSON PLAN

Lesson 6: Design for Change - Messaging for Impact

.....

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.