



LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

LESSON SUMMARY

In this introductory lesson, students explore how increasing independence changes the way young people travel, interact and make decisions in their community. Through questioning, investigation and discussion, students examine common travel situations for adolescents, including travelling with friends, travelling alone, using public transport and meeting socially.

Students explore how independence brings both opportunity and responsibility, and investigate how protective behaviours support safe, respectful decision-making in real-world travel contexts. The lesson establishes shared expectations for respectful dialogue and positions safety as something that can be actively managed through awareness, choice and planning.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

1 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

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 understand that the decisions people make influence their own and others' health and wellbeing. They examine the factors that can influence an individual's actions, and explore and evaluate options, consequences, and healthier and safer alternatives.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

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

CAPABILITIES

Personal and Social Capability

VC2CP8S02 How to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity.

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

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)



PRIOR KNOWLEDGE

Students may already:

- Have travelled short distances independently (e.g. walking, cycling, using public transport with friends).
- Understand basic road safety rules and expectations for pedestrians and cyclists.
- Participated in earlier Protective Behaviours or Respectful Relationships learning (e.g. identifying unsafe situations, asking for help).
- Be familiar with the idea that rules and laws exist to keep people safe, but may not yet consistently apply them without adult supervision.
- Have varied experiences of independence depending on family expectations, location and cultural context.

VOCABULARY

Independence - Being able to do things on your own and make choices without an adult supervising.

Responsibility - Taking ownership of your actions and understanding how your choices affect your safety and others.

Risk - The chance that something could cause harm or lead to an unsafe situation.

Protective behaviours - Actions and strategies that help keep you and others safe, especially in unfamiliar or risky situations.

Situational awareness - Paying attention to what is happening around you so you can notice risks early.

Early warning signs - Clues or signals that something might become unsafe if no action is taken.

Assertiveness - Speaking or acting confidently to protect yourself while still respecting others.

Help-seeking - Knowing when, where, and how to ask for support from others when you need it.

Context - The details of a situation, such as where you are, who you are with, and what is happening, that affect how safe it is.

Respect - Treating yourself, other people, and shared spaces in a safe and considerate way.

MATERIALS REQUIRED

- Whiteboard and markers
- Student logbooks (Respectful Journeys Logbook)
- Sticky notes
- Large poster paper and markers
- [Common Travel Scenario](#) images (printed or digital)
- [Independence, Travel & Responsibility scenario](#) posters
- Video: [Walk Safely to School Day - Behind the News](#)



LEARNING INTENTION

Students will understand that as they become more independent, they need to take more responsibility for staying safe and showing respect when travelling, and how protective behaviours can help them make safer choices in real-life situations.

SUCCESS CRITERIA

- I can explain how independence increases responsibility when travelling.
- I can identify risks in different travel situations and explain how context changes risk.
- I can describe at least one protective behaviour that can reduce risk.
- I can reflect on my own travel experiences and apply protective behaviours to them.
- I can show awareness of how my choices affect both myself and others.

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

TEACHING CONSIDERATIONS

- Students' levels of independence and travel experience will vary widely; avoid assumptions and allow hypothetical examples where needed.
- Be sensitive to students who may feel anxious about travelling independently or who have limited autonomy due to family or cultural expectations.
- Reinforce that safety is about situations and choices, not blaming individuals.
- Emphasise respect for others in shared spaces (e.g. footpaths, public transport), not just personal safety.
- Monitor discussions to ensure scenarios do not become personal disclosures; redirect to generalised or hypothetical contexts if needed.
- Use consistent language from the Protective Behaviours framework to build continuity across the unit.

Enable

- Slow the pace and explicitly model how to assess risk and responsibility.
- Use structured scaffolds, visuals and clear step-by-step language to reduce cognitive load.
- Provide flexible response options (oral, visual, written) to support varied confidence and literacy levels.

Extend

- Prompt deeper analysis of how context, relationships and environment shift risk and responsibility.
- Encourage students to justify, compare and evaluate different protective behaviour choices.
- Provide opportunities to transfer learning to new, complex or hypothetical travel situations.



USEFUL LINKS

[Transport Victoria - Active transport \(cycling, e-scooters\)](#)

[Road Safety Education Victoria - Road Safety Risks For Young People](#)

[Huffpost - 'Stranger Danger' Doesn't Cut It Anymore.](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #2 – Personal and cultural strengths

Activity #1: Where do our values come from?

Activity #2: Qualities that I admire.

Activity #3: Using strengths

Topic #6 – Help seeking

Activity #1: What could you do?

Activity #2: Assertive help seeking - what could you say?



ASSESSMENT

- Observation of student contributions during See–Think–Wonder and group discussions.
 - Quality of responses during scenario analysis and group presentations.
 - Student logbook responses demonstrating identification of a relevant risk and application of an appropriate protective behaviour.
 - Reflection on independence and responsibility.
 - Exit reflection statements or pair-share responses linked to the inquiry question.
-

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)



LEARNING CONTINUUM

Focus: Understanding how increasing independence changes responsibility for safety and respect when travelling; recognising how context, risk and protective behaviours affect the wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how increased independence changes the way they need to think about safety and respect when travelling. They learn to notice risks, interpret changes in context, and practise choosing protective behaviours that support their own safety and the safety of others when adults are not present.	Students explore how travelling more independently changes the need to notice risks and make safe choices. They begin to recognise that safety is not only about rules, but also about how their behaviour affects others when adults are not present.	Students identify and explain how responsibility increases when travelling independently. They describe how risk changes depending on context (who they are with, where they are, time of day, mode of travel) and apply protective behaviours to make safer decisions in common travel situations.	Students confidently analyse travel scenarios involving independence and justify safe and respectful choices. They apply protective behaviours independently, explain how their decisions affect others, and recognise shared responsibility for safety, respect and wellbeing in community travel spaces.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of independence and responsibility.	1. Identify how increased independence changes responsibility when travelling.	1.0 No response or shows no understanding of independence.	1.1 Names one responsibility linked to travelling independently (e.g. following rules).	1.2 Describes how independence requires noticing risks or making choices.	1.3 Explains and links independence to personal responsibility for safety and respectful behaviour.
Understanding of risk and context.	2. Describe how travel risk changes depending on context.	2.0 No response or irrelevant response	2.1 Identifies one factor that affects risk (e.g. time, place, who you are with).	2.2 Describes how a change in context alters risk in a scenario.	2.3 Explains how multiple context factors interact to increase or reduce risk.
Protective behaviours awareness.	3. Identify protective behaviours that support safe independent travel.	3.0 No response or unrelated behaviour	3.1 Names one protective behaviour (e.g. awareness, planning, help-seeking).	3.2 Matches multiple scenarios and body clues with logical reasoning.	3.3 Explains how different body clues could match the same scenario and why.

* continued overleaf

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Critical thinking and decision-making.	4. Analyse travel scenarios to judge safe and risky choices.	4.0 Does not identify safe or risky choices.	4.1 Separates safe and risky choices without explanation.	4.2 Explains why a choice is safe or risky in a scenario.	4.3 Justifies decisions by linking choice, risk and responsibility.
Personal and social capability.	5. Suggest actions that demonstrate safe and respectful independent travel.	5.0 No action suggested or unclear response.	5.1 States one general action with prompting.	5.2 Suggests a realistic protective action they could use.	5.3 Proposes an action and explains how it supports their safety and the safety of others.

Structure of lesson:



INQUIRY QUESTION: How does independence change the way we need to think about safety and respect when travelling?



LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Show video: [Walk Safely to School Day - Behind the News](#)

Explain and discuss: "Over the next few years, many of you will begin to travel more often without adults. That means more freedom, but it also means you are responsible for your own safety and for how your actions affect others around you. Today we're exploring how independence changes the way we need to think about safety and respect when travelling."

Display the *Common Travel Scenario* images provided around the classroom.

Write the following on the board:

- **See:** What do you see happening in this image?
- **Think:** What choices are people making here that are safe?
- **Think:** What choices are people making here that are risky?
- **Wonder:** What questions do you have about this situation?

Students walk around and complete a **See-Think-Wonder** for each image by writing responses on sticky notes and placing them under each photo.

Allow paired discussion before writing.

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

Prompt occasional discussion, linking to inquiry question by asking:

- How would this situation change if a parent or carer was standing nearby?
- What responsibility shifts to the young person when adults aren't supervising?

DIFFERENTIATION STRATEGIES

Enable

- Model one See–Think–Wonder response as a class before students begin.
- Limit the number of images some students respond to (e.g. choose 2 instead of all).

Extend

- Ask students to rank images from least independent → most independent, justifying their placement.
- Prompt students to identify what information is missing that would help them judge risk (e.g. time, who else is nearby).
- Ask: *Which situation would change the most if an adult stepped away and why?*

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Explain: As young people become more independent, adults are not always there to notice risks, make decisions or step in. That means you become the decision-maker.

Emphasise: Independence doesn't just mean freedom - it means responsibility.

Review the following key ideas clearly:

1. **Independence increases responsibility**

When parents or carers aren't present, young people must:

- Assess situations themselves.
- Follow rules and laws independently.
- Look out for their own safety and the safety of others.

2. **Risk changes depending on context**

Risk is affected by:

- Who you are with (friends vs alone).
- Where you are (busy roads, quiet streets, on or near public transport).
- What time it is.
- What you are doing (using a phone, rushing, following peers).
- How you are travelling (walking, riding, public transport)

3. **Protective behaviours help manage independence**

Protective behaviours allow people to:

- Notice early warning signs.
- Make safer choices before situations escalate.
- Ask for help or remove themselves when needed.

Emphasise:

- Everyone has the right to feel safe.
- Safety is about noticing situations and making safe choices.
- Awareness, planning, assertiveness and help-seeking are key protective behaviours.

Link back to inquiry question and **explain:** As independence increases, the way we think about safety and respect must change too. Today, you'll investigate what that looks like in real travel situations.

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

DIFFERENTIATION STRATEGIES

Enable

- Pause after each key idea for a quick thumbs up / sideways / down check for understanding.
- Use a simple "What would you do?" example to model thinking aloud.

Extend

- Ask students to generate their own example of how risk changes with context.
- Invite students to explain why two people in the same situation might experience different risk.

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Divide the class into 4 groups.

Allocate and distribute one of the *Independence, Travel & Responsibility* scenarios posters to each group (provided).

Each scenario poster includes:

- A short description.
- Photos or diagrams.
- Reflection questions.

Each group writes or draws their responses to the reflection questions on poster paper.

Share optional teacher prompts while circulating:

- How would peer pressure influence this decision?
- How might their choice affect other people?

Groups share their reflections with the rest of the class, with each group allocated 2 mins each.

Presentation options: One student may present all 5 responses to their questions or groups can allocate one member to share one response each.

DIFFERENTIATION STRATEGIES

Enable

- Provide simplified scenario cards with key details highlighted (who / where / when).
- Offer a checklist version of reflection questions to reduce cognitive load.
- Allow oral responses recorded by one student or drawn responses where appropriate.

Extend

- Ask students to suggest two different protective responses and evaluate which is more effective.
- Prompt students to consider how one person's choice affects others in the scenario.
- Challenge groups to rewrite the scenario to make it safer without removing independence.

LESSON PLAN

Lesson 1: Own Your Journey (Independence & responsibility)

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Individually, students respond in their logbooks:

1. One real travel situation they have experienced where they were independent of their parents/carers and took more responsibility for themselves.
2. One risk or dangerous change that could occur in that situation.
3. One protective behaviour they could do that would reduce that risk.
4. Any questions they still have about travelling independently.

Prompt students to start responses with: Because I'm more independent, I need to think more about...

DIFFERENTIATION STRATEGIES

Enable

- Offer 1:1 conferencing time for students.
- Allow students to dictate responses digitally, use bullet points or draw diagrams.
- Provide a choice of real OR hypothetical travel situations if personal experience is limited.

Extend

- Ask students to identify what they would do differently if the same situation happened again.
- Invite students to link their response to one of the Protective Behaviours principles explicitly.
- Encourage students to note who they could ask for help and how they would do it.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

Reflect on the *Inquiry Question*: *How does independence change the way we need to think about safety and respect when travelling?*

Write the following class prompt on the board: *Independence means I need to think more carefully about _____ when I'm travelling, because _____.*

Students consider a response and then pair-share.

DIFFERENTIATION STRATEGIES

Enable

- Provide three scaffolded starter options (e.g. where I am, who I'm with, what I'm paying attention to).
- Allow students to rehearse responses silently or jot notes before pair-sharing.

Extend

- Students pose one "What if...?" question they want to explore in the next lesson.
- Invite students to write a one-sentence advice statement for a Year 5 student starting to travel independently.



LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

LESSON SUMMARY

In this lesson, students investigate how situational awareness helps young people notice early warning signs and are empowered to make safe, respectful choices when travelling independently. Students explore how environments, distractions, peer dynamics and emotions can affect awareness, and how recognising changes in a situation enables them to act early rather than react late. Through guided scenarios and reflection, students examine how protective behaviours support calm decision-making, boundary-setting and help-seeking before situations escalate. The lesson reinforces that safety is dynamic and can be actively managed through noticing, anticipating and responding to changes.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

2 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

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 analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing. They analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

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

VC2HP8P04 Examine the roles of respect, empathy, power and coercion in developing respectful relationships.

VC2HP8P06 Analyse factors that influence emotional responses and devise strategies to self-manage emotions.

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

CAPABILITIES

Personal and Social Capability

VC2CP8S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careers.

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

VC2CP8S05 Enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goals.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)



PRIOR KNOWLEDGE

- Basic understanding of safe travel behaviours (e.g., using crossings, staying behind the yellow line, listening for announcements).
- Experience noticing obvious hazards in everyday environments.
- Introductory awareness of respectful behaviour in public spaces.
- Some familiarity with the idea that feelings can signal safety or discomfort.
- Prior exposure to group discussions and scenario based learning.

VOCABULARY

Protective Behaviours – Skills and actions that help us keep ourselves and others safe in different situations.

Situational Awareness – Paying attention to what's happening around you so you can notice changes early.

Early Warning Signs – Clues from your body or environment that something might be changing or becoming unsafe.

Environment – The physical surroundings, such as lighting, noise, space, and time of day.

Behaviour – What people are doing, saying, or showing through their actions.

Boundaries – Limits we set to keep ourselves safe, comfortable, and in control.

Respectful Choices – Decisions that keep you safe while also considering the safety and comfort of others.

Distraction – Anything that takes your attention away from what's happening around you.

MATERIALS REQUIRED

- Whiteboard and markers.
- Student logbooks (Respectful Journeys Logbook)
- Highlighters or pens
- [Scenario Investigation Worksheets](#)
- [Situation awareness - Paired travel photos](#)
- [Summary of Photo Difference](#) Teacher reference sheet
- Four corner signs: *People, Environment, Behaviour, Feelings*.
- **Video:** [PTV - Look and listen around trams and trains](#)



LEARNING INTENTION

Students will learn how to notice changes in travel situations and use protective behaviours, like being aware of what's around them, to make safe and respectful decisions in the community.

SUCCESS CRITERIA

- I can identify relevant changes in a travel situation and explain why they matter.
- I can describe what situational awareness is and what to pay attention to (people, environment, behaviour, feelings).
- I can recognise early warning signs in a scenario.
- I can suggest protective behaviours that keep myself and others safe and show respect.
- I can apply these skills in guided and independent scenarios.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

TEACHING CONSIDERATIONS

- Keep examples non judgemental and avoid blaming language; focus on skills, not mistakes.
- Some students may have lived experiences of unsafe situations - maintain sensitivity and provide opt out options.
- Use inclusive language that acknowledges diverse travel experiences (walking, public transport, riding, being driven).
- Model calm, practical responses rather than fear based messaging.

When inserting gendered discussion:

- Keep examples balanced and avoid reinforcing stereotypes.
- Frame discussion around social expectations rather than biological differences.
- Emphasise that safety experiences vary across individuals.
- Avoid implying one gender is always at risk or always responsible.

Enable

- Break learning into clear, manageable steps and explicitly model how to notice and interpret changes in a situation.
- Use visual prompts, structured frameworks and guided questioning to help students focus their attention on key elements.
- Encourage collaborative discussion before independent responses to build confidence and shared understanding.

Extend

- Challenge students to analyse how multiple changes interact and compound risk within a situation.
- Encourage students to justify their reasoning and prioritise which changes have the greatest impact on safety.
- Provide opportunities for students to apply situational awareness thinking to unfamiliar, complex or real-world contexts beyond the classroom examples.



USEFUL LINKS

[Royal Children's Hospital - Taking risks - teens and young people](#)

[Huffpost - 'Stranger Danger' Doesn't Cut It Anymore.](#)

[Victoria Police - Staying Safe in Public](#)

[Safe Transport Victoria - Get on board with Kindness](#)

[Yarra Trams - Safety - On Trams and Stops](#)

[Track Safe Education - Rail safety for schools - Lesson 1](#)

[Track Safe Education - Teacher resources - Year 7&8](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #1 – Emotional Literacy

Activity #1: 'Emotions' vocabulary

Activity #2: Hidden emotions.

Topic #4 – Problem solving

Activity #1: Tree change!

Activity #2: Introducing assertiveness.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)



ASSESSMENT

- Observing student responses during the photo analysis (noticing changes, explaining impact).
- Listening to partner and whole class discussions for understanding of early warning signs and protective behaviours.
- Checking student movement choices during The Situation Shuffle and their reasoning.
- Reviewing Scenario Investigation worksheets for ability to identify changes, interpret risk, and propose protective responses.
- Exit reflection through "My Journey Checkpoints" to assess transfer of learning to real world contexts.



LEARNING CONTINUUM

Focus: Developing situational awareness when travelling; recognising changes, identifying risk, and applying protective behaviours to support personal and shared safety.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how being aware of their surroundings helps them stay safe when travelling. They learn to notice changes in travel situations, recognise when something feels unsafe or different, and practise choosing protective behaviours that support their own safety and the safety of others.	Students identify a small number of obvious changes in a travel situation with support (e.g. more people, noise, unfamiliar behaviour). They begin to recognise that changes can affect safety and can name one simple protective action (e.g. move away, find help).	Students describe several changes in a travel situation and explain how these changes might increase or reduce risk. They make simple connections between the situation, how it feels, and an appropriate protective behaviour. They begin to justify their choices.	Students confidently analyse changing travel situations and explain how multiple factors affect safety. They independently select and justify protective behaviours and show awareness of how their actions support the safety, respect and wellbeing of others in shared travel spaces.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Situational awareness.	1. Identify changes in a travel situation	1.0 No response or identifies no change.	1.1 Names one obvious change when prompted (e.g. weather, number of people).	1.2 Describes one or two changes using details from the scenario.	1.3 Identifies multiple changes and explains how the situation has shifted.
Risk recognition.	2. Explain how changes affect safety or risk	2.0 No link made between change and safety.	2.1 States that a change makes the situation safer or less safe.	2.2 Explains how a specific change increases or reduces risk.	2.3 Explains how different changes interact to affect risk.

* continued overleaf

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Protective behaviours.	3. Suggest a protective response to a changing situation	3.0 No action suggested or response is unsafe.	3.1 Names one simple protective action.	3.2 Selects a protective action that matches the situation.	3.3 Justifies a protective action based on the change identified.
Awareness of body cues and feelings.	4. Recognise feelings or body cues linked to awareness	4.0 No feelings or body cues identified.	4.1 Names a feeling or body cue (e.g. nervous, distracted).	4.2 Explains what the feeling or cue might signal	4.3 Links body cues to decision-making in the situation.
Personal and social responsibility.	5. Consider how awareness supports safety and respect for others	5.0 No reference to others.	5.1 States that being aware helps others stay safe.	5.2 Explains how their choice affects another person.	5.3 Explains how awareness supports shared safety and respectful behaviour in the community.

Structure of lesson:



INQUIRY QUESTION: How can being aware and noticing changes in a situation help us stay safe and respectful when travelling?

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Show video: [PTV - Look and listen around trams and trains](#)

Ask: What changes in our surroundings does the video ask us to notice, and how could missing those changes increase risk when travelling?

Explain: "Today we're starting with a challenge. I'm going to show you a series of paired photos of everyday travel moments - nothing dramatic, nothing unusual. But in each one, something changes. Your job is to notice any changes in each travel situation and raise your hand as soon as you see one."

Display the *Situation Awareness paired travel photos* provided - one at a time.

Show the original scene first, and then the second scene with one or more changes (e.g. time of day, who is nearby, behaviour of others, physical environment).

Choose different students to describe one change they noticed.

Share the images side by side and discuss any further observations or questions students may have about the scene.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

Write each change on the board as it is identified.

Refer to Summary of [Photo Difference Teacher reference sheet](#) provided for noted changes.

Brainstorm: How might each change make the situation feel **safer or less safe** for someone travelling there?

Additional prompts for deeper reflection and discussion about gender and vulnerability perceptions, and social expectations around confidence:

- Would this situation feel the same for everyone?
- Might different people experience this change differently?

Summarise: Small changes can tell us a lot. When we notice them early, we make better decisions, keep ourselves safe and show respect to the people around us. Today you proved you can spot some of those clues – even some very subtle ones.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with their own copy of the photos so they can see them side by side.
- Allow students to work with a partner to discuss and review the photos separately.
- Highlight key areas of the image to guide attention.

Extend

- Ask students to create their own "travel change moment" scenario for the class to decode later.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: *Protective behaviours* are the skills, actions and attitudes that help us keep ourselves and others safe – physically, emotionally, socially and online. They are about confidence, awareness and knowing what to do when something doesn't feel right.

Protective behaviours help us to:

- Notice early warning signs.
- Make safe and respectful choices.
- Set boundaries.
- Seek help when needed.
- Look out for others in positive and appropriate ways.

Emphasise: When we travel or spend time in the community, situations are not fixed. Something that feels safe at the start can change quickly. Safety isn't just about following rules – it's about paying attention to what's happening around you and being ready to act if things change.

This is where **situational awareness** becomes important.

Situational awareness means actively noticing:

1. **The people** around you – how many, where they are.
2. **The environment** you are in – location, lighting, noise, space and exits.
3. **The behaviour** of people – both yours and others.
4. **Your body cues** including feelings – unsure, uncomfortable, rushed, anxious or distracted.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

Discuss: *Situational awareness* is a powerful protective behaviour. It helps you stay connected to what's happening around you as you walk, ride, catch public transport or spend time with friends. You are constantly picking up clues about how a situation is shifting.

People who notice these clues early can make confident, informed choices. They are better able to protect themselves, show respect for others, and move through the world with greater independence because they understand what's going on and know how to respond to reduce any risks to themselves and others.

DIFFERENTIATION STRATEGIES

Enable

- Provide students with a short checklist or visual prompt showing what to notice (people, environment, behaviour, feelings).
- Allow students to work with a partner to generate and refine inquiry questions before sharing.

Extend

- Ask students to prioritise which theme (environment, people, behaviour, digital distraction, time/place) has the biggest impact on their own safety and explain why.

3

LESSON PHASE: Guided Practice



TIMING: 15 mins

Play *The Situation Shuffle* game.

Place four signs in the corners of the room labelled:

1. **People**
2. **Environment**
3. **Behaviour**
4. **Feelings**

Ask students to stand in the middle of the room.

Explain: When we travel, situations are not fixed. Even if something feels safe at the start, it can change quickly.

Point to each corner and explain:

1. **People** = who is around you, how many there are and where they are positioned.
2. **Environment** = amount of lighting, noise level, space available, time of day, location.
3. **Behaviour** = what people are doing and saying, including you.
4. **Feelings** = your gut instincts or emotional shifts that can show in your body reactions.

Read out the *Base Travel Scenario* provided and the situation changes one at a time.

Explain that after each change, students are to move to the corner of the room that, in their opinion, best matches the most significant change mentioned.

Before reading each situation change, ask 1–2 students to explain in their own words:

- What early warning sign might they notice?
- What, if anything, could they do to help maximise their safety now?

After each scenario change, consider asking:

- Would this feel like a bigger early warning sign for some people than others?
- Would your response change depending on who you are travelling with?
- Would your response change depending on your gender, age or if you had a disability?

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

Engage students in a pair reflection after all changes have been read:

1. Which change felt like the biggest early warning sign? Why?
2. What Protective Behaviour made you feel most safe?

Reinforce: Protective behaviours are about early, confident choices - not waiting until a situation becomes dangerous. Changing direction, crossing early, creating space and trusting your gut are smart, proactive decisions.

Summarise: We've just seen how situations can shift quickly and safety isn't fixed. Early warning signs are clues that things might be becoming unsafe. The earlier we notice them, the more choices we have. Protective Behaviours are about acting early, calmly and respectfully to manage risk.

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Scenario Investigation

Distribute copies of the Scenario Investigation worksheets provided.

Explain to students that their goal is to practise noticing any changes, reflect on how these changes affect their safety and choose calm, protective responses.

Students can work individually, in pairs or in small groups and look through each scenario.

Circulate and check for understanding and reasoning.

Conclude the activity by drawing attention to patterns across scenarios.

Connect back to the inquiry question - *How can being aware and noticing changes in a situation help us stay safe and respectful when travelling?*

DIFFERENTIATION STRATEGIES

Enable

- Use a "One Change-at-a-Time" scaffold where students identify just one change first, then build up to noticing multiple changes once they feel confident.
- Provide small cards labelled People / Environment / Behaviour / Feelings. Students place a card on each scenario to show what changed before explaining why it matters.

Extend

- Invite students to create an additional "change" for one scenario and explain how it would shift the level of risk and the protective behaviours needed.
- Encourage students to connect scenarios to any real world travel moments, identifying where similar changes might appear in their own journeys.

LESSON PLAN

Lesson 2: Awareness in Action (Situational awareness & warning signs)

5

LESSON PHASE: Reflection / Review



TIMING: 10 mins

My Journey Checkpoints

Draw a line across the board with "School" written at one end and "Home" written at the other end.

As a whole class, each student reflects on their own familiar journey that they take to and from school.

Ask students to identify and share 1 personal awareness checkpoint (i.e. a place or moment where they should pause, look around and check in with themselves).

Write these along the continuum on the board, approximately where they would occur in relation to the distance from 'Home' or 'School'.

Students may also share protective action they could use if something changes at each checkpoint.

DIFFERENTIATION STRATEGIES

Enable

- Provide a "Journey Template" map with simple icons (bus stop, crossing, shops, quiet street) so students can choose checkpoints rather than generate them from scratch.
- Offer a set of checkpoint prompts such as "Where do you usually slow down?", "Where do you check traffic?", "Where do you feel most distracted?" to help students identify meaningful moments.

Extend

- Ask students to map two journeys (e.g., morning vs afternoon, or school → home vs home → school) and compare how checkpoints differ depending on time, people, or environment.
- Challenge students to identify a checkpoint where others might need support, and describe how they could act respectfully and safely in that moment.



LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

LESSON SUMMARY

In this lesson, students explore how digital devices can affect awareness, judgement and safety during everyday travel. They examine how risk can increase when attention is diverted by phones, headphones, notifications or social pressure, and how this can compete with real-world cues such as movement, sound, signals and other people. The lesson emphasises that digital devices are not "bad" or forbidden, but that safety depends on making context-aware decisions about when and how to use them.

Students consider how their choices impact their own safety and the safety and comfort of others in shared public spaces. The lesson focuses on respectful travel behaviours, including managing distractions, responding to peer pressure, recognising risky moments, and using protective strategies such as pausing, stopping or refocusing attention. Students reflect on their own digital habits and identify practical ways to balance connection with situational awareness during daily travel.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

3 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

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

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

CAPABILITIES

Personal and Social Capability

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

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)



PRIOR KNOWLEDGE

Students may:

- regularly use mobile phones and headphones.
- understand basic pedestrian and travel safety rules.
- have explored independence and situational awareness in previous lessons or discussions.
- have experienced or witnessed near-miss moments involving digital distraction, even if they don't label them as risky.

VOCABULARY

Awareness – noticing what is happening around you in the real world.

Distraction – anything that pulls attention away from what matters for safety.

Protective behaviours – choices we make to reduce risk and keep ourselves and others safe.

Reaction time – how quickly you respond to something happening.

Risk – the chance that something unsafe could happen.

Attention – what your brain is focused on at a moment in time.

Peer pressure – feeling pushed by others to act in a certain way.

Respectful travel – moving safely while considering other people sharing the space.

MATERIALS REQUIRED

- White board and markers
- Student Respectful Journeys Logbook
- Videos:
 - [PTV - Look and listen around trams and trains](#)
 - [Transport Victoria - Minimise distractions around trains](#)
 - [Yarra Trams - CCTV Pedestrian Near Misses](#)
 - [National Geographic - Walking While Texting | Crowd Control](#)
 - [The Dangers Of Text Walking - BTN High](#)



LEARNING INTENTION

Students will understand how digital devices can distract them when travelling and learn how to make safer and more respectful choices in real-life situations.

SUCCESS CRITERIA

- I can explain how phones and headphones change attention and reaction time.
- I can identify risky and safer digital behaviours in different travel contexts.
- I can describe at least one protective behaviour I can use while travelling.
- I can reflect on how peer pressure can influence digital decisions.

TEACHING CONSIDERATIONS

- Avoid blame or judgement — focus on decisions, not people.
- Acknowledge that phones are useful and important; the lesson is about when and how to use them safely.
- Be mindful that some students may rely on phones for safety or communication with caregivers.
- Encourage respectful listening during discussions, especially around peer pressure scenarios.
- Use real, local travel examples to increase relevance and engagement.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

Enable

- Break complex ideas about attention and distraction into clear, relatable concepts and model the thinking process step by step.
- Provide flexible ways for students to demonstrate understanding, allowing thinking time and collaborative talk before independent responses.

Extend

- Encourage students to analyse the cumulative impact of distraction across different contexts and levels of independence.
- Provide opportunities for students to transfer their thinking to emerging technologies or unfamiliar travel situations, deepening their capacity to apply protective behaviours independently.



USEFUL LINKS

[TED Ideas Studio - The Distracted Mind](#)

[BTN - Should You Use Location-Sharing Apps?](#)

[ABC News - Texting while walking increases the chances of a fall, study finds](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #3 – Positive coping

Activity #1: What is self-talk?

Activity #3: Building skills in positive self-talk.

Topic #4 – Problem solving

Activity #1: Tree change!

Activity #2: Introducing assertiveness.



ASSESSMENT

- Student contributions during discussions and guided practice.
 - Completion of the personal digital safety experiment reflection.
 - Observation of reasoning during the Safety Focus Line activity.
 - Completion of the Decision–Impact–Choice table.
-

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)



LEARNING CONTINUUM

Focus: Understanding how digital devices affect awareness during travel and practising protective behaviours that support safe, respectful shared travel.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how staying safe when travelling requires managing attention and making respectful digital choices in shared spaces. They learn to recognise how digital distractions affect awareness, understand why attention matters for safety, and practise applying protective behaviours when phones or headphones compete with real-world cues.	Students identify simple examples of digital distraction during travel with support (e.g. looking at a phone while walking). They show emerging awareness that attention can shift away from surroundings and begin to notice when this might create risk.	Students describe how digital devices affect awareness and reaction time in common travel situations. They explain why distraction increases risk and apply simple protective behaviours (e.g. stopping before using a phone, pausing music) to reduce risk for themselves and others.	Students confidently explain how managing digital attention supports safety, respect and inclusion in shared travel spaces. They independently justify protective choices in complex or pressured situations, showing awareness of how their decisions impact both their own safety and the safety of others.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Awareness and attention in travel environments.	1. Identify how digital devices affect awareness when travelling.	1.0 No response or response unrelated to awareness or devices.	1.1 States that phones or headphones affect attention without explanation.	1.2 Describes how a digital device shifts attention away from surroundings in a travel situation.	1.3 Explains how attention shift increases risk by reducing awareness of people, vehicles or signals.
Risk recognition and safety.	2. Describe how distraction changes risk during travel.	2.0 No response or describes risk inaccurately.	2.1 Identifies that distraction can be unsafe without linking to consequences.	2.2 Describes one or more risks caused by delayed awareness or reaction time.	2.3 Explains how distraction increases risk for self and others in specific travel contexts.
Protective behaviours.	3. Select appropriate protective behaviours for digital distractions.	3.0 No protective behaviour identified.	3.1 Names a protective behaviour without linking it to the situation.	3.2 Matches a protective behaviour to a specific travel scenario.	3.3 Justifies why a chosen protective behaviour reduces risk in that situation.

* continued overleaf

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Decision-making and reasoning.	4. Explain decision-making when priorities compete.	4.0 No explanation of decision or priorities.	4.1 Identifies competing priorities (e.g. phone vs safety).	4.2 Explains how one priority affects safety decisions.	4.3 Justifies a decision by weighing attention, safety and context.
Personal and social capability.	5. Describe how digital decisions impact others in shared spaces.	5.0 No reference to others.	5.1 States that others could be affected.	5.2 Describes how distraction may affect another person in a shared space.	5.3 Explains how responsible digital choices support safety, respect or inclusion for others.

Structure of lesson:



INQUIRY QUESTION: How do digital devices impact our awareness and influence the decisions we make when travelling?



1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Explain: 'Almost' moments!

"You're about to watch three very short clips. None of them show accidents. But all of them show moments where something could have or almost did go wrong. Your job isn't to judge anyone. Your job is to notice what attention was missing."

Show the following videos.

Play all three back-to-back - No pausing; No commentary.

[PTV - Look and listen around trams and trains](#)

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

[Yarra Trams - CCTV Pedestrian Near Misses](#)

Ask:

- What did all three videos have in common?
- Did you think anyone meant to be unsafe?
- What made these moments risky?

Explain: In each clip, the danger didn't suddenly appear. It was already there.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

Discuss:

- What took attention away?
- What signs or signals were easy to miss?
- Where do you think eyes, ears, or attention were focused instead?

Check responses for mentions of phones, headphones, conversations, rushing, assumptions.

Summarise: Phones and headphones don't cause danger by themselves. They change what your brain is paying attention to. Around roads, trams and buses, attention is safety.

Emphasise: Our attention is a limited resource. When we split it, something always gets less attention. This happens when we use digital devices while travelling.

Reinforce this by showing the following video: [National Geographic - Walking While Texting | Crowd Control](#)

DIFFERENTIATION STRATEGIES

Enable

- Provide a short sentence stem to support responses (e.g. "The risk increased because attention moved from _____ to _____.")
- Allow students to note or draw what was missed in the videos before sharing verbally.

Extend

- Ask students to identify one moment where a different attention choice could have prevented the near miss.
- Challenge students to link one video to a real place they use (e.g. tram stop, crossing, station).

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: Your brain can only properly focus on one thing at a time. When you switch tasks, your brain doesn't split attention - it switches it. That switch takes time. Sometimes it's less than a second. Around roads, trams and buses, that delay matters.

Write on the board and say clearly: *Distraction = delayed awareness.*

Emphasise: Phones and headphones are designed to pull your attention. Notifications, messages, videos and music don't just sit in the background - they compete for priority.

Watch video to consolidate this point: [The Dangers Of Text Walking - BTN High](#)

Ask: (remember - no name, no blame.)

- Who has seen someone walk into others while on their phone?
- Who has seen people block pathways or doors without realising?

Summarise: When we use digital devices while travelling, three things change:

1. Phones change what we notice - our attention shifts from the environment to the screen.
2. Distraction reduces reaction time - we respond slower to people, vehicles, and dangers.
3. Risk increases when digital attention competes with real-world cues.

Write this question on the board: *So how can we stay safe, while staying connected?*

Explain: Protective behaviours aren't about banning phones or never using music. They're about making active choices based on where you are and what you're doing.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

Brainstorm answers and **record** examples on the board.

Examples might include:

- pausing music when crossing roads.
- checking surroundings before replying to a text.
- stepping to the side of the footpath and remaining stationary before using a phone.

Finish with this message:

Staying connected is important. Staying aware is essential.

Safe and respectful travel means knowing when to prioritise each one.

Explain:

- Awareness includes what's happening around us, not just online.
- Protective behaviours help us choose when and how to use phones.
- Respectful travel means being aware of other people sharing the space.

DIFFERENTIATION STRATEGIES

Enable

- Use a simple visual (traffic light or pause/play icon) to represent *full attention vs split attention*.
- Provide a short list of example protective behaviours for students to choose from during brainstorming.

Extend

- Ask students to explain why reaction time matters more in travel spaces than in classrooms or at home.

3

LESSON PHASE: Guided Practice



TIMING: 25 mins

Digital Decision Snapshots

Explain: Small groups of students will act out one short freeze frame moment each, where a digital decision needs to be made.

Each group will act out one 'snapshot' each before other groups discuss the snapshot questions.

Allocate one of the following 'snapshots' to each group.

1. Phone vibrates while riding a bike on a shared path.
2. Headphone music volume blocks surrounding sound on a train.
3. Looking at maps while riding an e-scooter.
4. Message arrives while walking, asking for live location.
5. Friend pressures you to reply to a text immediately.

Explain that after each group acts out their snapshot, other groups answer the following questions:

- What decision needs to be made right now?
- What are the competing priorities?
- What might happen to your own safety when your attention shifts?
- Who else could be affected if you get distracted here?
- What respectful (protective behaviour) would fit this moment?

Record thinking on the board using a **Decision–Impact–Choice** table.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

DIFFERENTIATION STRATEGIES

Enable

- Assign clear roles within each group (actor, safety observer, speaker) to support participation.
- Allow groups to rehearse their freeze frame once before presenting to build confidence.

Extend

- Ask students to add a second layer to their snapshot (e.g. peer pressure, rushing, crowded space).
- Challenge students to predict who else might be impacted by the decision?

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Mark a line across the room and label it *The Safety Focus Line*.

Alternatively: Students can draw this line in their *Travel Journey Logbooks*.

For example:

Focus on what's around me ←-----→ **Focus on my phone**

Explain that you will read digital behaviours to the class.

Instruct students to position themselves on the line or place a marker on the line in their logbooks that matches what they believe,

Instruct students to place themselves or a mark on the line in silence.

Once complete, allow students to share their decision with a class member next to them.

Encourage students to briefly share their reasoning for their decision before reading out the next distraction example.

Select and **share** a mix of examples from the following list.

Create any different or unique examples that may be relevant to the students.

Encourage students to create and share some of their own distraction scenarios that aren't listed.

a) Lower risk / safer end examples

- Checking a message after stopping well away from traffic.
- Sharing live location with a parent before starting a trip.
- Using maps while standing still, then putting the phone away.
- Pausing music when crossing roads or platforms.
- Recording a voice note after getting on the bus.
- Sending a quick "I've arrived" text once seated.
- Live location sharing with a friend.

b) Middle / "It depends" examples (great discussion starters)

- Wearing one earbud on a quiet street.
- Checking notifications while waiting behind a safety barrier.
- Filming friends while standing still at a tram stop.
- Using noise-cancelling headphones in a familiar area.
- Looking at a message while walking with friends who are alert.

LESSON PLAN

Lesson 3: Switched on to Safety (Digital devices & distractions)

c) Higher risk examples

- Replying to a message while crossing a road.
- Filming content while moving near traffic.
- Watching videos while walking on a platform.
- Using maps while riding a bike or e-scooter.
- Wearing headphones so loud you can't hear bells or warnings.

d) Peer pressure–focused scenarios

- Friends say, "Just reply, it'll take two seconds," while walking near traffic.
- A friend asks you to film a video of them while moving through a station.
- Group chat blowing up and friends expect fast replies at the tram stop.
- Friends tease you for taking your headphones out at crossings.
- A mate says, "Everyone does it — it's fine," about scrolling while walking.

Follow-up with the following questions:

1. Where would you stand if you were alone?
2. Where would you stand when others are watching?

DIFFERENTIATION STRATEGIES

Enable

- Provide a visual cue on the line (icons for *safe* / *risky*) to help decision-making.

Extend

- Ask students to shift position when considering the same behaviour in a different location (e.g. quiet street vs station).
- Challenge students to justify when a "middle" position could move safer with one small change.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

My Digital Safety Experiments

Students design a short *personal experiment* to try over the next week:

- One digital habit to pause or change while walking, biking or riding e-scooters/e-bikes.
- One situation where stopping is safest before using a device.
- One question or awareness check they'll do before picking up a phone or device.

DIFFERENTIATION STRATEGIES

Enable

- Provide a simple template with sentence starters (e.g. "This week I will try...").
- Allow students to choose one travel situation they experience most often.

Extend

- Ask students to include how they'll check if the experiment worked (e.g. fewer near misses, feeling calmer).
- Challenge students to design an experiment that also improves safety for others, not just themselves.



LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

LESSON SUMMARY

In this lesson, students explore how peer influence can shape the choices they make when travelling in shared spaces. They learn that influence can come through direct comments or through subtle, unspoken pressure, and that it can guide behaviour in both positive and negative ways. Students consider how these pressures can affect their comfort, confidence and decision making, especially when their personal space or safety feels challenged.

The lesson reinforces that everyone has the right to feel safe and the ability to set clear boundaries. A central focus is developing assertive responses - calm, confident statements or actions that communicate needs and protect personal space. Students practise recognising moments when they might stay silent and explore how to respond in ways that are respectful, protective and realistic.

Throughout the lesson, students build the language and strategies they need to recognise peer influence, make considered choices and use positive, assertive communication to support safer, more respectful travel environments.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

4 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P03 Examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender stereotypes.

VC2HP8P04 Examine the roles of respect, empathy, power and coercion in developing respectful relationships.

VC2HP8P07 Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).

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

CAPABILITIES

Personal and Social Capability

VC2CP8S02 Strategies for peer support and empathetic communication when others encounter challenge or adversity.

VC2CP8S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts.

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

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)



PRIOR KNOWLEDGE

Students:

- understand basic travel safety expectations in public spaces (e.g. giving space, waiting in line, moving safely through crowds).
- have explored situational awareness and protective behaviours in earlier lessons in the unit.
- recognise that peer groups can influence behaviour, even if they have not yet examined how subtle that influence can be.
- have begun discussing rights, respect and responsibility in shared community spaces.

VOCABULARY

Peer influence – The way people your own age can affect what you think, say or do.

Assertive – Communicating clearly and calmly to express your needs or boundaries without being rude or aggressive.

Passive – Not speaking up or taking action, even when you feel uncomfortable.

Personal boundary – The physical or emotional space that helps you feel safe and comfortable.

Positive pressure – Encouraging others to make safe, respectful or responsible choices.

Boundary setting – Clearly communicating what you are okay with and what you are not.

Nudge – A subtle influence that guides your behaviour without directly telling you what to do.

Respectful communication – Using calm, clear language that considers your needs and the needs of others.

Social Norms – Shared expectations about how people should behave in a given group or situation

MATERIALS REQUIRED

- Whiteboard and markers
- Respectful Journeys Logbook
- [Positive Pressure Language Bank](#) Sheet
- [Using Positive Pressure](#) Worksheet
- [Peer Influence Scenarios](#) worksheet
- Videos:
 - [Raising Children Network - Peer pressure or influence: teen and parent perspectives](#)
 - [Peer Group Influence \(Explained in 3 Minutes\) - The Helpful Professor](#)



LEARNING INTENTION

Students will investigate how peers can influence their behaviour and personal boundaries when travelling, and practise assertive ways to stay safe and respectful in shared spaces.

SUCCESS CRITERIA

- I can explain how peer influence can affect my choices in public spaces.
- I can identify the difference between passive, assertive and aggressive responses.
- I can use clear, respectful language to protect my personal space.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

TEACHING CONSIDERATIONS

- Establish strong classroom agreements before discussing gender norms, peer pressure and personal space to maintain psychological safety.
- Reinforce "no name, no blame" throughout discussions, particularly when examining gender expectations or group behaviour.
- Be mindful that some students may have experienced boundary violations or exclusion; ensure no one is required to share personal experiences.
- Clarify that exploring social expectations is about understanding influences, not criticising any group or identity.
- Provide opt-in participation structures (e.g. writing before sharing, anonymous examples).
- Monitor any role-plays carefully to ensure assertive responses remain respectful and do not become performative or aggressive.
- Alert wellbeing staff that boundary-related discussions are occurring in case students seek follow-up support.

Enable

- Break down abstract concepts such as social norms, influence and assertiveness into relatable, real-life examples that connect to students' everyday experiences.
- Provide structured scaffolds for practising assertive language so students can build confidence gradually before applying skills independently.

Extend

- Encourage students to critically examine how gender norms and group dynamics shape power, confidence and decision-making in social situations.
- Provide opportunities for students to transfer their learning beyond travel contexts, applying boundary-setting and positive influence skills to broader peer and community situations.



USEFUL LINKS

[Transport Victoria - Smoother journeys on Smarter Roads Kids Helpline - Peer pressure](#) (video)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #2 - Personal and cultural strengths

Activity #3: Using strengths.

Activity #4: How hate speech hurts and what you can do about it.

Topic #4 - Problem solving

Activity #2: Introducing assertiveness.

Topic #8 - Positive gender relationships

Activity #1: What is interpersonal gender-based violence?

Activity #2: Getting clear about consent and the law.

Activity #4: Support for peers affected by forms of gender-based violence.



ASSESSMENT

- Observe students' engagement and contributions during discussions about peer influence and personal boundaries.
- Review students' reasoning when identifying pressures, boundaries and outcomes in scenario based tasks.
- Note students' use of calm, clear and respectful language when practising assertive communication.
- Review the completed Positive Influence Plan to confirm understanding of protective behaviours and boundary-setting.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)



LEARNING CONTINUUM

Focus: Understanding how peer influence shapes travel choices, and practising assertive communication to protect safety, personal space and respectful relationships.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how peer influence and social expectations shape behaviour in shared travel spaces. They learn to recognise spoken and unspoken pressure, understand the difference between passive and assertive responses, and practise using assertive communication as a protective behaviour.	Students identify simple examples of peer pressure or subtle influence in familiar travel situations. They recognise that staying silent can ignore discomfort and begin to identify basic assertive responses.	Students describe how peer influence affects decision-making in travel contexts. They distinguish between passive and assertive responses and explain how assertiveness protects personal space and supports respectful interactions.	Students confidently analyse how peer influence and social norms can increase or reduce risk in shared travel environments. They independently construct and justify assertive responses in socially pressured situations, demonstrating leadership, inclusion and shared responsibility for community safety.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of Peer Influence.	1. Identify how peer influence affects travel choices.	1.0 No response or unrelated response.	1.1 Names an example of peer pressure in a travel situation.	1.2 Describes how peer influence shapes behaviour in a specific scenario.	1.3 Explains how peer influence can increase or reduce safety in shared spaces.
Understanding of Assertive Communication.	2. Describe how assertive responses protect personal space.	2.0 No response or inaccurate description.	2.1 Identifies an example of an assertive response.	2.2 Describes how an assertive response protects comfort or boundaries.	2.3 Explains how assertive communication protects safety while maintaining respect.
Application to Travel Scenarios.	3. Construct an assertive response to peer pressure.	3.0 No response or unrealistic response.	3.1 Suggests a response without clear boundary.	3.2 Constructs a clear and relevant assertive statement.	3.3 Justifies how the response influences group behaviour and supports shared safety.
Understanding of Personal Rights & Boundaries.	4. Explain the right to personal space in shared environments.	4.0 No explanation or unrelated answer.	4.1 States that people have a right to feel safe.	4.2 Describes how personal boundaries apply in travel situations.	4.3 Explains how respecting boundaries promotes fairness and inclusion.

* continued overleaf

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and Social Capability.	5. Propose a positive pressure strategy to support safer behaviour.	5.0 No strategy suggested.	5.1 Suggests a general idea for speaking up.	5.2 Describes a realistic positive pressure response.	5.3 Explains how their response can shift group norms and strengthen community responsibility.

Structure of lesson:



INQUIRY QUESTION: How do social norms and peer group influence impact our travel choices, and how can assertive choices help us protect our safety and personal space?

1

LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

Begin the lesson by showing the video: [Raising Children Network - Peer pressure or influence: teen and parent perspectives](#)

Explain that students will use what they have just watched to start thinking about how *influence* shows up in everyday situations, including when travelling.

Think, Pair, Share

Ask students to reflect silently for a moment, then discuss the following question with a partner:

1. Have you ever felt like you needed to do something because your friends were doing it? What happened?

Remind the group: no names, no blame. The focus is on the situation, not the people.

After pairs have shared, invite 2–3 students to share their reflections with the class.

Explain that together, we will explore how peer group influence can shape our:

1. personal preferences
2. habits
3. values
4. decision-making

specially in travel and shared space situations.

Clarify that influence is not always negative. It can be helpful, unhelpful, subtle or direct.

Ask students to consider: What are some ways you can tell if you're being influenced positively versus negatively by your peers?

Allow a few students to share initial ideas.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as:
 - "A time I felt influenced was..."
 - "Positive influence looks like..."
 - "Negative influence feels like..."
- Allow students to jot down their thoughts before sharing aloud to support those who need processing time.

Extend

- Ask students to compare how peer influence might appear differently for different genders.
- Encourage students to analyse how online environments (group chats, trends, challenges, influencers) shape expectations about behaviour in public and travel spaces.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Watch video: [Peer Group Influence \(Explained in 3 Minutes\) - The Helpful Professor](#)

Explain that peer influence is the way people of similar age - friends, classmates, teammates - can shape our choices. Sometimes this happens through what people say, and sometimes it's a quiet nudge we feel without anyone saying anything at all.

Provide examples:

Peer influence through words:

- "Come on, everyone else is doing it."
- "Don't be boring."
- "It's fine, just do it."

Peer influence through subtle nudges:

- Everyone starts crossing before the light changes.
- A group squeezes into a crowded space and you feel expected to follow.
- Friends laugh at something that made you uncomfortable, so you pretend it's fine.

Explain that influence can be:

- Positive - encouraging safe, respectful behaviour.
- Negative - pushing us to ignore our comfort or safety.

Ask students:

- Why can it feel hard to act differently from the group?
- What makes it easier or harder to speak up?

Record key ideas on the board.

Explain that when we feel pressured - whether through words or subtle nudges - we usually have two choices:

- Do nothing (stay silent, go along with it, ignore our discomfort)
- Respond assertively (speak clearly and calmly about what we need)

Emphasise that assertive responses are the safest and most respectful option because they:

- protect our personal space.
- communicate our boundaries early.
- reduce misunderstandings.
- help others know how to treat us respectfully.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

Provide simple modelled examples:

- "I'm going to wait for the light."
- "I need a bit more space, thanks."
- "I'm not comfortable with that."

Explain that assertiveness is a protective behaviour. It helps us act before a situation becomes unsafe or overwhelming.

Ask students to reflect quietly: *Can you think of a time when you stayed silent even though you felt uncomfortable? What influenced your choice?*

Allow students to record their thoughts in their Respectful Journeys Logbook.

Explain that everyone has a right to feel safe and comfortable in shared spaces - on paths, buses, trains and in crowds. Protecting your personal space is not rude; it is responsible.

Reinforce:

- You are allowed to move away.
- You are allowed to speak up.
- You are allowed to set boundaries.

Standing up for yourself, and for others, is a protective behaviour that helps keep shared spaces safe for everyone.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as: "A time I felt influenced was..." "An assertive response could be..." "I felt uncomfortable when..."
- Allow students to write privately before sharing aloud.

Extend

- Invite students to explore how peer influence might feel different depending on age, culture or ability.
- Encourage deeper thinking about why some people feel more pressure to "go along" than others.

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Explain that students will now practise recognising peer influence and choosing assertive responses that protect their comfort, safety and personal space in real travel situations.

Explain to students that for each scenario, they must decide whether the influence is spoken or a subtle nudge, and practise choosing an assertive response instead of doing nothing.

Group students into pairs or small groups.

Distribute the [Peer Influence Scenarios](#) worksheets provided.

Students Think → Pair → Share each scenario.

Circulate amongst the groups, modelling assertive responses and checking for understanding.

Whole Class Debrief:

Bring students together and **reinforce:**

- Peer influence can be spoken or silent.
- Doing nothing often means ignoring your own comfort or safety.
- Assertive responses protect your personal space and help others understand your boundaries.
- Speaking up calmly is a protective behaviour that keeps shared spaces safe and respectful.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as: "The influence here is..." "If I did nothing..." "An assertive response could be..."
- Allow students to jot down their response before sharing aloud.

Extend

- Ask students to rewrite one scenario from the perspective of someone younger, new to the area, or with sensory sensitivities.
- Invite students to analyse how the assertive response might change depending on who is involved (friend, stranger, older student, adult).

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Explain to students that they will now apply what they've learned about peer influence and assertive communication. They will review and choose assertive, positive phrases that feel natural, respectful and effective.

Distribute:

- [Using Positive Pressure Worksheet](#).
- [Positive Pressure Language Bank sheet](#).

Students work individually or in pairs to complete the worksheet.

Instructions:

1. **Circle** or star 2–3 phrases from the [Positive Pressure Language Bank](#) that feel natural and realistic. Encourage students to choose phrases they would actually use, not the ones that sound the most polished.
2. **Use** these phrases to respond to short scenarios on the worksheet.
3. For each scenario, students **write**:
 - What the pressure is (peer influence, invisible rule, group expectation).
 - What boundary is being crossed (personal space, belongings, comfort).
 - A positive pressure response they could use.
 - Why this response is respectful and protective.

Circulate and **prompt** students with questions such as:

- Is your assertive response clear and calm?
- Does your response protect your personal space?
- What would happen if you did nothing in this situation?
- How does your response encourage safer behaviour for everyone?

Encourage students to revise their responses so they are:

- Respectful.
- Realistic.
- Easy to say in real life.
- Focused on safety and comfort.

LESSON PLAN

Lesson 4: Stand Up, Speak Up (Peer influence & personal boundaries)

DIFFERENTIATION STRATEGIES

Enable

- Offer simplified versions of the language bank for students who benefit from fewer choices.

Extend

- Challenge students to explain how their assertive response could positively influence the group's behaviour.

5**LESSON PHASE:** Reflection / Review**TIMING:** 5 mins**Positive Influence Plan.**

Students complete the following If-Then-Because statement in their travel journal or say it to the teacher before leaving the class.

"If someone I'm with starts doing something unsafe or disrespectful, then I will say or do....because..."

Encourage realistic, short responses.

DIFFERENTIATION STRATEGIES

Enable

- Allow private written reflection instead of verbal sharing.
- Offer sentence starters for students unsure how to phrase assertive responses.

Extend

- Ask students to write a second If-Then statement that challenges a gender stereotype.
- Invite reflection on how they could model assertiveness for younger students.



LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

LESSON SUMMARY

This lesson explores how recognising early warning signs, seeking help and making assertive choices can improve students' safety, independence and respect when travelling alone or with peers. Students consider common travel situations where uncertainty, peer influence or environmental changes may increase risk and reflect on how awareness and decision-making play a role in staying safe.

The lesson reinforces that help-seeking is a positive and responsible action that supports independence rather than reducing it. Students examine who and what can provide support in public spaces, including trusted people, community helpers and appropriate authorities, and understand when reporting concerns is necessary.

Additionally, assertive choices are positioned as respectful actions that protect personal boundaries and wellbeing without escalating situations. Students reflect on how assertiveness helps manage peer pressure, respond to discomfort, and make safer travel decisions.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

5 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

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 analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P04 Examine the roles of respect and empathy in developing respectful relationships.

VC2HP8P07 Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

CAPABILITIES

Personal and Social Capability

VC2CP8S02 How to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity.

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

VC2CP8O03 Factors that affect the ways in which personal and group relationships are expressed and experienced, including personal boundaries, extent of intimacy, distribution of power and social expectations.

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)



PRIOR KNOWLEDGE

Students may:

- regularly use mobile phones and headphones.
- understand basic pedestrian and travel safety rules.
- have explored independence and situational awareness in previous lessons or discussions.

VOCABULARY

Situational awareness - Paying attention to what is happening around you so you can notice risks early.

Respect - Treating yourself, other people, and shared spaces in a safe and considerate way.

Protective behaviours - Actions and strategies that help keep you and others safe, especially in unfamiliar or risky situations.

Distraction - Anything that takes your attention away from what is happening around you and can increase risk.

Digital habits - The regular ways you use devices and apps, which can affect your focus, safety and decision-making.

MATERIALS REQUIRED

- Scenario cards or printed journey narratives
- Large paper or whiteboard for mapping journeys
- Markers, pens and sticky notes
- [Help-Seeking Investigation Worksheet](#)



LEARNING INTENTION

Students will learn how noticing early warning signs, asking for help, and making assertive choices can help them stay safe, independent and respectful when travelling alone or with friends.

SUCCESS CRITERIA

- I can recognise early warning signs in travel situations.
- I can identify when and how to seek help to stay safe.
- I can make assertive choices that protect my personal space and wellbeing.
- I can explain how these choices help me travel more confidently and respectfully.

TEACHING CONSIDERATIONS

- Some scenarios may connect to students' real-life experiences; create a supportive environment and allow students to opt out of sharing personal examples.
- Reinforce that help-seeking is a strength and part of being independent.
- Emphasise respectful language and non-judgement when discussing peer pressure and unsafe situations.

Enable

- Use visual supports, structured prompts and guided discussion to help students make abstract ideas (like reaction time and awareness) more concrete.
- Provide flexible ways for students to demonstrate understanding, allowing thinking time and collaborative talk before independent responses.

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

Extend

- Encourage students to analyse the cumulative impact of distraction across different contexts and levels of independence.
- Prompt students to justify their decisions using cause-and-effect reasoning, particularly around shared responsibility in public spaces.



USEFUL LINKS

[Why Teens Love Location-Sharing - Psychology Today](#)

[Transport Victoria - Mobile apps for public transport](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #4 – Problem solving

Activity #2: Introducing assertiveness.

Topic #6 – Help seeking

Activity #1: What could you do?

Activity #2: Assertive help seeking - what could you say?

Topic #8 – Positive gender relationships

Activity #4: Support for peers affected by forms of gender-based violence.

Activity #5: Safety and help seeking in response to gender-based violence.



ASSESSMENT

- Observation of student contributions during discussions and scenario responses.
 - Review of student responses on the Help-Seeking Investigation Worksheet.
 - Student reflections identifying where they feel confident travelling and where they may need to seek help or act assertively.
 - Use of correct language related to early warning signs, help-seeking, and assertive choices in explanations.
-

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)



LEARNING CONTINUUM

Focus: Recognising early warning signs and applying help-seeking and assertive strategies to improve safety, independence and respect when travelling alone or with peers.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how recognising early warning signs and using help-seeking and assertive choices improves safety and independence during travel. They learn to identify situational and social risks, understand when support is needed, and practise responding in ways that protect themselves while respecting others.	Students identify a small number of early warning signs in familiar travel scenarios with support (e.g. someone standing too close, a vehicle pulling out unexpectedly). They name a simple help-seeking option or assertive response and show emerging awareness that these actions improve safety.	Students describe a range of early warning signs (physical, environmental or social) and explain what they might signal. They apply appropriate help-seeking or assertive strategies to specific scenarios and explain how these responses protect safety and maintain respectful relationships.	Students confidently explain how early recognition of warning signs supports proactive decision-making. They independently select and justify help-seeking and assertive responses in complex or peer-influenced situations, demonstrating how these choices strengthen safety, independence and respect for themselves and others.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Situational Awareness and Risk Recognition.	1. Identify early warning signs in travel situations.	1.0 No response or response unrelated to warning signs.	1.1 Names one warning sign from a scenario.	1.2 Describes a warning sign and what it might signal.	1.3 Explains how a warning sign signals increased risk in a specific travel context.
Help-Seeking Strategies.	2. Select appropriate help-seeking responses in travel contexts.	2.0 No help-seeking strategy identified.	2.1 Names a person or service that could help.	2.2 Matches a help-seeking strategy to a specific scenario.	2.3 Justifies how the selected help-seeking strategy improves safety or independence.
Assertive Communication.	3. Demonstrate assertive choices in response to pressure or uncertainty.	3.0 No assertive response identified.	3.1 States a simple assertive phrase.	3.2 Applies an assertive response to a specific scenario.	3.3 Explains how the assertive choice protects safety while maintaining respect.
Decision-Making and Reasoning.	4. Explain the impact of different choices in travel situations.	4.0 No explanation of impact.	4.1 Identifies a possible outcome of a choice.	4.2 Describes how a choice affects safety or relationships.	4.3 Justifies a decision by linking safety, independence and respect.

* continued overleaf

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Personal and Social Capability.	5. Connect help-seeking and assertiveness to independence	5.0 No connection made.	5.1 States that help-seeking supports safety.	5.2 Describes how help-seeking or assertiveness supports independence.	5.3 Explains how proactive help-seeking and assertiveness build long-term travel confidence.

Structure of lesson:



INQUIRY QUESTION: How can help-seeking and assertive choices improve safety, independence and respect when travelling alone or with peers?

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Interactive Story Mapping

Explain: Today we're exploring how help seeking and assertive choices improve safety, independence and respect when travelling alone or with peers. To support this, we will review certain aspects of situational awareness from Lesson #2 - Awareness in Action, as well as recognising our early warning signs that tell us something might not be quite right.

Engage students in the following *journey mapping* activity:

Present one of the short scenario narratives below based on the location of your school. Both scenarios have embedded moments of uncertainty or risk.

Metropolitan Scenario:

A Year 8 student is travelling home from school after sport training:

- They walk through a busy tram stop where a group of older teens are arguing loudly.
- An unknown adult asks them for directions as they approach them and end up standing very close.
- A tram arrives crowded, with only one seat left next to someone who seems agitated.
- Their phone battery drops to 0% just as they reach a poorly lit side street.

Regional Scenario:

Year 7 student is biking home in a regional town:

- A dog runs loose on the footpath and is barking as it runs towards them.
- A ute pulls out of a driveway without looking.
- Their bike chain slips near a quiet stretch of road with no houses nearby.
- A neighbour they don't know well offers them a lift.

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

In pairs or small groups, students collaboratively draw the scenario - mapping the journey on a large sheet of poster paper or on the whiteboard, marking points where the traveller might:

- feel unsafe
- need help
- need to make an assertive choice.

Encourage students to add 1-2 other real-life moments that could happen or that they have previously encountered on a journey home.

Circulate amongst the pairs and small groups and ask questions to check for understanding and to encourage initial thinking regarding help-seeking and assertive choices. For example:

- What can you do if someone stands too close to you?
- How do you ask for help if your phone battery is flat?
- How can you stay safe when riding past driveways on your bike?

DIFFERENTIATION STRATEGIES

Enable

- Provide a partially completed journey map with one example already labelled to model expectations.
- Allow students to verbally explain their thinking to a partner before writing it down.

Extend

- Students categorise each risk as low / medium / high and justify their reasoning.
- Students identify which risks require immediate action versus monitoring the situation, explaining why.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: *Situational awareness means paying attention to what's happening around you — the people, the environment, the sounds, the behaviour of others and your own feelings. Early warning signs are clues that something might not feel right. These can be:*

- **physical signs:** tight stomach, faster breathing, feeling on edge
- **environmental signs:** a place suddenly becoming quiet, someone standing too close or blocking your path, a vehicle slowing down
- **social signs:** a friend acting differently, someone pressuring you, a stranger asking personal questions

When we notice these signs early, we can make safer choices before a situation becomes risky.

Link back to the inquiry question and explain: Being aware and recognising these early warning signs help us decide when help seeking or assertive choices might be necessary to improve our safety and independence.

Discuss why help seeking matters

Explain: Help seeking means reaching out to someone - a friend, a trusted adult/carer, a transport worker, a shopkeeper, or police - when you need support. It's important because:

- You don't have to solve every situation alone.
- Asking for help early prevents situations from escalating.
- It increases your independence, because confident travellers know when and how to get support.
- It builds respect, because you're taking responsibility for your own safety and wellbeing.

Help seeking is a strength, not a weakness.

Ask How might gender, age or cultural expectations make it harder or easier for someone to seek help?

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

Share with students what to do if they feel unsafe in public.

Explain: If you feel unsafe in public, or someone makes you feel uncomfortable, everyone is encouraged to report it.

- If an incident happens near school, tell your parents/carers or teachers
- If you feel unsafe on public transport, talk to a Protective Services Officer (PSO). They are on platforms and trains until the last train.

Emphasise: No issue is too small to report.

For emergencies, to report a crime in progress, or for immediate police attendance, call **000**.

For non-emergencies: call the Police Assistance Line on **131 444** or report anonymously at **Crime Stoppers** by:

- submitting an [online report](#)
- calling **1800 333 000**

Discuss assertive choices and why we practise them.

Explain: Assertive choices are decisions and actions that protect your safety while also respecting others.

Brainstorm examples of what being assertive looks like and sounds like.

Share the following examples if not mentioned.

Being assertive means:

- speaking clearly
- setting boundaries
- saying "no" when something doesn't feel right
- choosing a safer route
- asking for space
- leaving a situation early
- telling a friend, "I'm not comfortable with that - let's do something else."

Think-Pair-Share: Why do we need to practise assertive choices?

Ask 2-3 students to share their responses.

Highlight the following:

- they help us respond confidently under pressure
- they make it easier to act when early warning signs appear
- they reduce the influence of peer pressure
- they help us stay safe without being aggressive or passive
- they build independence for real world travel
- Assertiveness is a skill and like any skill, it gets stronger with practice.

DIFFERENTIATION STRATEGIES

Enable

- Provide a **three-column scaffold sheet:** *Early Warning Sign* → *What It Might Mean* → *What I Could Do* (with one example completed).
- Provide assertive sentence starters such as:
 - "I'm not comfortable with..."
 - "I need some space, please."
 - "Let's choose a safer option."

Extend

- Students create a **short role-play script** showing the difference between passive, aggressive and assertive responses in one travel scenario.
- Students analyse a scenario and explain how help-seeking increases **independence**, not dependence, using the inquiry question language.

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

3

LESSON PHASE: Guided Practice



TIMING: 20 mins

Engage students in the following **Question Carousel** activity.

Set up posters provided around the room that contain prompts to assist students to explore help-seeking and assertive behaviours:

- Poster 1: Peer dilemmas.
- Poster 2: Adults, authorities, and digital support.
- Poster 3: Environmental or situational risks.

Explain:

Poster 1: Peer Dilemmas

This rotation is important because friends influence our choices more than anyone else when we are teenagers. Most unsafe decisions young people make while travelling come from peer influence, group expectations or wanting to fit in. Understanding how to be assertive with friends helps you stay safe and maintain respectful relationships.

Poster 2: Adults, Authorities & Digital Support

This rotation matters because help seeking often involves adults you don't know well such as bus drivers, shop owners, station staff or even digital tools like maps and safety apps. Knowing how to communicate clearly, ask for help or use technology confidently increases your independence and reduces stress when something unexpected happens.

Poster 3: Environmental or Situational Risks

This rotation is relevant because the environment can change quickly - weather, lighting, crowds, transport delays or the behaviour of strangers. Recognising early warning signs in your surroundings helps you make safer choices before a situation becomes risky.

In small groups, students rotate through all 3 poster stations every 3-4 minutes.

At each poster, students write possible solutions for any or all of the questions on sticky notes, highlighting:

1. help-seeking strategies, and
2. positive, assertive choices.

After completing the question carousel, review some of the responses.

Guide discussion and ask questions such as:

- What strategies came up the most across all posters?
- What assertive choices showed confidence without aggression?
- Would the same assertive choices be interpreted differently depending on who says it?
- How do these choices help protect personal safety and relationships?

DIFFERENTIATION STRATEGIES

Enable

- Assign clear group roles (writer, reader, idea generator, encourager) to support structured participation.
- Provide a checklist card at each station:
 - Did we include at least one help-seeking strategy?
 - Did we include at least one assertive response?

Extend

- After rotations, students identify **one strategy that works across all three posters** and explain why it is transferable.
- Students evaluate one sticky note solution and refine it to make it more realistic, specific and confident.

LESSON PLAN

Lesson 5: Confidence on the Move (Assertive choices & seeking help)

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Explain: This activity is designed to help you build your own 'toolkit' of strategies.

Students work through three short sections, each focusing on a different part of safe travel:

1. Realworld scenarios world scenarios
2. Digital support tools.
3. Assertive communication.

Students will use a simple thinking routine called **Decision–Impact–Action** to help them break down each situation.

Distribute a *Help Seeking Investigation* Worksheet to each student.

Allow students to work individually or in pairs.

Encourage students to keep their answers short - one or two sentences is enough.

Refer to the lesson inquiry question again before students begin: *How can help seeking and assertive choices improve safety, independence, and respect when travelling?*

Explain that their answers will help them build their own travel confidence and prepare for real world situations.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to complete only two of the three sections, focusing on depth rather than volume.
- Provide a modelled example of the Decision–Impact–Action routine before students begin.

Extend

- Students add a fourth column: "Long-Term Impact" (How could this choice affect future confidence or independence?).
- Students design one original scenario based on their own travel context and complete the Decision–Impact–Action routine for it.

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

My Travel Confidence Map

Create a class circle.

Ask students to reflect on their own common travel routes or travel contexts and share:

1. somewhere they feel confident
2. any points where they might need help or make an assertive choice.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to write their reflection privately on a sticky note before sharing verbally.

Extend

- Students explain how confidence, safety and respect are connected, linking directly back to the inquiry question.



LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone

(Rules, rights & responsibilities)

LESSON SUMMARY

In this lesson, students explore how public transport rules and laws act as protective systems that reduce risk, support fairness and safeguard the rights of everyone in shared travel spaces. As students increasingly travel independently, they learn that safety is created through clear rules, shared expectations and responsible decision-making.

Students examine the link between rules, rights and responsibility, understanding that laws exist to prevent harm and protect the right to feel safe and respected, while also supporting drivers, staff and other passengers. The lesson emphasises that following rules is an active protective behaviour that builds predictability, trust and safety in busy environments. The lesson also builds awareness of appropriate reporting pathways on public transport, reinforcing that no concern is too small and that seeking help is a strength, not a weakness.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

6 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Civics and Citizenship



CAPABILITIES

- Personal and Social Capability

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

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 analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing. They analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others).

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P04 Examine the roles of respect and empathy in developing respectful relationships.

VC2HP8P07 Explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline).

VC2HP8P08 Refine protective behaviours and evaluate community resources to seek help for themselves and others.

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

Civics and Citizenship

VC2HC8K10 How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society.

CAPABILITIES

Personal and Social Capability

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)



PRIOR KNOWLEDGE

Students may already:

- Use public transport independently or with peers (trains, trams, buses, V/Line).
- Recognise common public transport signs, announcements and safety messages.
- Understand basic road safety rules from primary school (e.g. crossing safely, wearing helmets).
- Have experienced social pressure, time pressure or distractions when travelling.
- Know that laws exist but may not fully understand why they exist or who they protect.

VOCABULARY

Rules – Agreed instructions or laws that guide behaviour in shared spaces.

Rights – What people are entitled to, such as safety and respect.

Responsibility – Making safe and respectful choices, even when it's difficult.

Protective Behaviours – Actions that help keep yourself and others safe.

Situational Awareness – Noticing what is happening around you.

Risk – The chance that someone could be harmed.

Predictability – Knowing what others are likely to do in shared spaces.

Public Transport Officer (PSO) – Trained officers who help keep people safe on trains and platforms.

STOPIT – A non-urgent text service for reporting unwanted or unsafe behaviour on public transport.

MATERIALS REQUIRED

- Whiteboard and markers
- Travel Journey Logbooks or recording sheets
- [By the Rules-PT](#) PowerPoint presentation
- [Public Transport Rules and Responsibilities](#) Station Cards (Metro or Regional set)
- [Public Transport by the Rules](#) Kahoot Quiz (device and internet access)
- [Public Transport If-Then-Because](#) cards (including a set of blank cards)
- [Public Transport If-Then-Because](#) Response sheet



LEARNING INTENTION

Students will understand why public transport rules and laws exist, how they keep people safe and protect everyone's rights and wellbeing, and how they have a responsibility to be aware of others and show respect when travelling independently.

SUCCESS CRITERIA

- I can explain why a public transport rule exists, not just what it says.
- I can identify who is protected by specific travel rules.
- I can describe how rules reduce risk before harm occurs.
- I can apply rules and protective behaviours to real travel scenarios.
- I can create an If-Then-Because safety plan that reflects lawful and respectful decision-making.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

TEACHING CONSIDERATIONS

- Students may have very different travel experiences (metro vs regional, frequent vs infrequent users).
- Some students may share personal or sensitive experiences; reinforce respectful listening and boundaries.
- Avoid fear-based messaging — emphasise prevention, confidence and choice.
- Be mindful of students who feel anxious about public transport; provide reassurance and support.
- Keep discussions practical and paced; avoid long debates that reduce engagement.
- Reinforce that reporting unsafe behaviour is about safety, not getting someone in trouble.

When embedding gender-based content:

- Avoid implying one gender is always vulnerable or always responsible.
- Keep examples balanced.
- Focus on social expectations, not biological differences.
- Reinforce that everyone has rights.
- Frame intervention as respectful and lawful.

Enable

- Clarify key concepts such as rights, responsibility and respectful behaviour using clear language and shared examples to ensure all students can access the core ideas.
- Structure discussions to provide guided thinking time and collaborative dialogue before independent responses, supporting students who need additional processing time.
- Reinforce learning through consistent connections between rules, safety and fairness, helping students see how abstract principles apply in everyday contexts.

Extend

- Encourage students to examine how social norms and group dynamics influence decision-making in public spaces.
- Prompt deeper analysis of how rights and responsibilities interact, particularly when individual choices impact the safety or dignity of others.
- Provide opportunities for students to apply their understanding to unfamiliar or evolving scenarios, strengthening their capacity to think critically about independence and respectful conduct.



USEFUL LINKS

- [Transport Victoria - Unacceptable behaviours on public transport](#)
- [Transport Victoria - Avoid rushing. Hold on. Watch your step.](#)
- [Transport Victoria - Public transport safety and security](#)
- [Transport Victoria - Bicycles, e-scooters and public transport](#)
- [Metro Trains - Community Education](#)
- [Yarra Trams - Safety - On Trams and Stops](#)
- [Neighbourhood Watch - Tips for teens to stay safe on public transport](#)
- [Neighbourhood Watch - Travelling safely on public transport](#)
- [Victoria Police - Staying safe in public](#)
- [Victoria Police - Information on public transport safety](#)
- [Victoria Police - Police Assistance Line and Online Reporting](#)

* continued overleaf

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #2 – Personal and cultural strength

Activity #2: Qualities I admire

Activity #3: Using strengths

Topic #4 – Problem solving

Activity #1: Tree change!

Activity #2: Introducing assertiveness.

Topic #7 – Gender norms and stereotypes

Activity #3: Human rights, equity, equality and gender.

Activity #5: Difference and discrimination.

Topic #8 – Positive gender relationships

Activity #2: Getting clear about consent and the law.



ASSESSMENT

- Observation of group discussions at stations.
- Student responses recorded in Travel Journey Logbooks.
- Verbal reasoning during Kahoot pause points.
- Quality of contributions during If–Then–Because matching.
- Observation of student engagement in discussions.



LEARNING CONTINUUM

Focus: Understanding and applying public transport rules, rights and responsibilities to support safe, confident and respectful independent travel in shared public spaces.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how public transport rules help people travel safely and respectfully in shared spaces. They learn to recognise common rules and safety messages, understand why these rules exist, and practise making responsible protective choices that respect their own rights and the rights of others.	Students identify a small number of familiar public transport rules with support (e.g. staying behind the yellow line, holding a handrail). They show basic awareness that rules are meant to keep people safe and begin to notice when someone is breaking a rule or behaving unsafely.	Students describe several public transport rules and explain how they reduce risk and protect people's rights. They apply the Rules → Rights → Responsibility framework to common travel situations and explain how following rules supports safety and fairness for everyone.	Students confidently explain how public transport rules protect shared rights and support community wellbeing. They independently apply protective behaviours, justify responsible choices in pressured or social situations, and show awareness of how their actions promote safety, respect and inclusion for others in shared travel environments.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of public transport rules.	1. Identify common public transport rules.	1.0 No response or rule identified incorrectly.	1.1 Names one familiar rule with prompting.	1.2 Identifies one or two rules seen in real travel settings.	1.3 Identifies multiple rules and explains where they apply.
Understanding of purpose of rules.	2. Explain why a public transport rule exists.	2.0 No explanation or irrelevant explanation.	2.1 States that a rule is about safety or stopping behaviour.	2.2 Explains how a rule reduces risk or prevents harm.	2.3 Explains how the rule prevents harm before it occurs.
Understanding of rights.	3. Describe the rights protected by a public transport rule.	3.0 No link made to rights.	3.1 Names a basic right (e.g. safety, fairness).	3.2 Explains how a rule protects their own or others' rights.	3.3 Explains how a rule protects shared rights in public spaces.
Responsibility and decision-making.	4. Explain how following rules shows responsibility.	4.0 No connection to responsibility.	4.1 States that responsible people follow rules.	4.2 Explains how choosing to follow a rule affects safety.	4.3 Justifies responsible choices in pressured or rushed situations.
Personal and social capability.	5. Suggest actions that support safe and respectful shared travel.	5.0 No suggestion made.	5.1 Gives a general action related to safety.	5.2 Describes a realistic action that supports others.	5.3 Explains how an action promotes safety, fairness and respect.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

Structure of lesson:



INQUIRY QUESTION: How do public transport rules, rights and responsibilities help young people stay safe, confident and respectful when travelling independently?



LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

Share the *By the Rules - PT* PowerPoint presentation - a series of slides featuring **Transport Victoria**, **Yarra Trams** and **Metro Trains** photos, posters, campaign graphics, short slogans, warnings and safety messages that appear on their websites or have been shared on social media.

Briefly discuss the questions on each slide to spark awareness and identify what the messaging and behaviours the images are encouraging or discouraging.

Encourage quick responses rather than long discussion, keeping the pace fast and engaging.

Prompt students to consider whether the rule or message is familiar, whether they have seen it before, and where they might encounter that situation when travelling on trains, trams or buses.

Use this as an opportunity to check students' awareness of common public transport rules.

Remind students that these messages exist because everyone has responsibilities when travelling in shared public spaces.

Reinforce that being a safe and respectful traveller means noticing these rules, understanding them, and making choices that protect and respect themselves and others.

Explain to students that as they get older, they are travelling more independently on public transport such as trains, trams and buses, often without adults.

Emphasise that increased independence brings more choice, but also greater responsibility.

Make the connection clear between following the rules and being an independent, respectful traveller in shared public spaces.

Reinforce protective behaviours by explaining that they involve more than just knowing the rules. Students need to understand:

- why the rules exist.
- how they reduce risk.
- how they protect their own rights as well as the rights of others.

DIFFERENTIATION STRATEGIES

Enable

- Provide sentence starters such as "This sign is telling people to..." or "I've seen this rule when...".
- Allow students to respond with a show of hands or thumbs up/down to indicate familiarity with rules rather than verbal explanations.

Extend

- Ask students to explain what could go wrong if the message or rule was ignored.
- Challenge students to identify who else (besides themselves) the rule is designed to protect and why.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Display the heading: **Rules → Rights → Responsibility**

Explain and discuss the following points:

1. Rules: How they support safety and fairness.

Rules and laws exist to make shared spaces safer and fairer for everyone. They are usually created after people have been injured or put at risk, so the harm doesn't keep happening.

For example:

- Speed limits near schools.
- Helmet laws.
- Crossing at pedestrian lights.
- Staying behind yellow lines at train stations.

Reinforce: Rules reduce risk before something bad happens. They don't rely on people reacting at the last second.

2. Rights: The rights travel rules protect.

Every rule protects **rights** — not just for one person, but for everyone using that space.

Write or **display:**

Our *Rights* protected by travel rules include:

- The right to feel safe.
- The right to move without being harmed.
- The right to be respected in public spaces.

Emphasise: When you follow a rule, you're protecting your own rights and the rights of people you don't even know.

Share a quick example:

- *When you wait for the green pedestrian signal, you're protecting your right to safety and a driver's right to predict what pedestrians will do.*

Reinforce: Rules are not just about stopping behaviour - they protect fairness, predictability and trust in shared spaces.

Explore and **discuss:**

- Do all people experience these rights equally in public spaces?
- Are there groups who might feel their right to safety is challenged more often?
- How might someone's gender, age or disability influence how safe someone feels on a late-night train?

Emphasise: Public spaces should feel safe regardless of someone's gender identity or sexuality, age, culture or if they have a disability.

3. Responsibility: Knowing a rule is one thing — choosing to follow it is where responsibility really shows up.

Explain: Being responsible mean:

- Noticing what's happening around us.
- Making thoughtful choices, even when we feel rushed or unsure.
- Speaking up or act safely without putting others down.
- Considering how our actions affect the people around us.

Share a quick example:

- If friends say, *"Let's cross while the lights are flashing or we'll miss the train,"* being responsible means pausing, thinking about the risk, and choosing the safest option, even if it feels awkward or unpopular.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

Explore and discuss:

- What makes it hardest to follow rules — time pressure, friends, or wanting to fit in?
- How can we challenge disrespectful behaviour without escalating conflict?
- What does respectful travel look like beyond just following rules?

Reinforce: Responsibility isn't about being perfect. It's about choosing the safest, most respectful option, even when it's not the easiest one.

Summarise the main points:

- Laws exist to prevent harm before it happens.
- Following rules is a way of protecting yourself and others.
- Protective Behaviours help you make confident, lawful decisions - even under pressure.

When you follow travel rules, you're not just obeying the law but you're actively protecting yourself, respecting others and contributing to a safer community.

Share what students can do if they feel unsafe on or around public transport.

Explain: If you feel unsafe in public, you should tell someone and report it to police.

- If an incident happens near school, tell your parents/carers or teachers
- If you feel unsafe on public transport, talk to a PSO. They are on platforms and trains until the last train.
- You can also report any unwanted attention, touching or anti-social behaviour to Victoria Police via the **STOPIT** Service.

STOPIT is a non-urgent, text-based notification service for the discreet reporting of unwanted sexual or anti-social behaviours on Victoria's public transport. This video explains how easy it is to report, what type of behaviours can be reported, what type of information can be provided and what happens after reporting.

Watch video: [Transport Victoria - How does STOPIT help police catch offenders](#)

Reinforce:

- You can inform Victoria Police by texting **STOPIT** to **0499 455 455** from your mobile phone.
- **STOPIT** is not monitored live. For immediate police assistance, call **000** and speak to an operator.
- For non-emergencies: call the Police Assistance Line on **131 444** or report anonymously at **Crime Stoppers** by:
 - submitting an [online report](#)
 - calling **1800 333 000**

Extended discussion questions:

- Why do you think services like STOPIT exist?
- Who might feel more vulnerable to unwanted attention?
- What stops people from reporting unwanted behaviour?
- How can bystanders help protect someone else's rights?

DIFFERENTIATION STRATEGIES

Enable

- Use a simple visual organiser (Rules → Rights → Responsibility) and model one complete example together before asking students to contribute.
- Rephrase key ideas using everyday language (e.g. "Rules help everyone know what to expect") and check understanding with quick verbal checks.

Extend

- Ask students to apply the framework to a new travel situation not discussed (e.g. crowded bus stop, late-night train).
- Prompt students to debate whether a rule protects safety, fairness, or both and justify their thinking.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

3

LESSON PHASE: Guided Practice



TIMING: 25 mins

Explain that students will apply their learning through a series of rotating stations focused on different public transport situations.

Outline that at each station, students will examine real public transport laws and rules, discuss their purpose, and identify who the rules are designed to protect and why they are important.

Emphasise that the focus is on understanding safety, fairness and responsibility in shared travel spaces, rather than simply recalling rules.

Place the *Public Transport Rules and Responsibilities Station Cards* in separate locations around the classroom.

Select 3 station cards that reflect public transport rules that best reflect situations in your community.

Divide the class into 3 groups.

At each station, students discuss and record responses to the questions and prompts in their *Travel Journey Logbook*.

Explain:

- Students will work in groups of 3–4.
- They will spend 6–7 minutes per station.
- Groups will rotate on teacher signal.

Teacher circulates, prompting thinking and clarifying misunderstandings.

At each rule station, ask reflective prompts such as:

- Does this rule protect some people more than others?
- Would this rule matter differently if someone feels physically smaller or outnumbered?
- How might gender, age or disability change how someone experiences this situation?

DIFFERENTIATION STRATEGIES

Enable

- Provide one highlighted rule per station with a guiding prompt such as *"This rule exists because..."* to focus discussion.
- Allow students to record responses using dot points or symbols rather than full sentences in their *Travel Journey Logbook*.

Extend

- Ask groups to identify multiple groups protected by the same rule (e.g. passengers, drivers, staff, pedestrians).
- Challenge students to describe how the risk increases if people are distracted, rushing or influenced by friends.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

4

LESSON PHASE: Independent Application



TIMING: 10 mins

Summarise: *One of the most powerful ways to build independence is to know the laws that protect you when you're travelling, and to plan ahead for what you would do if something unexpected happened. IF - THEN - BECAUSE safety plans help us do that.*

Write the following on the board:

- **If** this situation occurs...
- **Then** I will choose this action...
- **Because** it protects...

Announce that students will now generate a number of **If-Then-Because Safety Plans** as a whole group.

Emphasise: This is a simple way to think through a situation before it happens, so you're ready to act confidently and legally if it ever does.

Share examples such as:

1. **IF:** Someone makes unwanted comments on a train.
THEN: I will move closer to other passengers or alert a PSO.
BECAUSE: Everyone has the right to feel safe and respected.
2. **IF:** A friend laughs at someone in a wheelchair.
THEN: I will say that's not okay or redirect the conversation.
BECAUSE: Silence allows disrespect to continue.

Give each student **one** card from the *Public Transport If-Then-Because* card set. (i.e. each student is given either an 'IF' or 'THEN' or 'BECAUSE' card.)

Instruct students that their task is to circulate and form groups of 3 by matching each "IF" card with a relevant "THEN" card and an appropriate "BECAUSE" card to create a safety plan response that makes sense and that they could follow.

Once all cards are matched, groups share their safety plan with the rest of the class.

Refer to the *Public Transport If-Then-Because* Response sheet to review card matches with students.

Encourage students to create their own IF-THEN- BECAUSE scenarios using the set of blank cards provided.

Support students to create plans that include:

- Standing near someone who looks uncomfortable.
- Creating distraction to interrupt harassment.
- Reporting instead of ignoring.

Students share their own real travel situations that are relevant to their community and travel routes - challenging others to connect different safety plans.

DIFFERENTIATION STRATEGIES

Enable

- Provide example If-Then-Because responses on the board to model expectations before students circulate.
- Allow students to physically arrange cards on desks before verbalising their safety plan.

Extend

- Ask students to adapt their safety plan for a different context (e.g. travelling alone vs with friends).
- Challenge students to explain how their plan protects both their own rights and someone else's.

LESSON PLAN

Lesson 6: Public Transport - Positive Travel Choices for Everyone (Rules, rights & responsibilities)

5

LESSON PHASE: Reflection / Review



TIMING: 10 mins

Public Transport Kahoot – Rules in Action

Launch the *Public Transport by the Rules Kahoot Quiz* (provided).

Remind students:

- This is a thinking activity, not just about getting answers right.
- Some questions may feel obvious - the important part is why the rule exists.

Use guided pause points selectively during Kahoot.

After 2–3 key questions, briefly pause and ask one of the following:

- How does this rule reduce harm, not just enforce behaviour?
- Would this situation change if the space was crowded, noisy or rushed?
- How might social pressure make this rule harder to follow?

Keep pauses short (30–40 seconds) to maintain momentum.

After the Kahoot, ask students to **turn and talk**:

- Which rule surprised you the most, and why do you think it exists?
- Would social expectations about gender make any rules harder to follow?

Bring the class back together and **reinforce**:

- *Public transport rules aren't about control - they're about predictability and safety in busy spaces where lots of people share responsibility.*
- *Protective Behaviours* help us:
 - Notice risk early.
 - Make safe choices under pressure.
 - Respect other people's right to feel safe.

DIFFERENTIATION STRATEGIES

Enable

- Encourage students to focus on why rather than speed, reminding them it's okay to change answers after reflection pauses.
- Pair students briefly after selected questions to discuss thinking before moving on.

Extend

- Ask students to explain how the same rule might look different at different times of the day.
- Prompt students to identify which rules are hardest to follow due to social pressure and suggest strategies to manage that pressure.



LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

LESSON SUMMARY

In this lesson, students examine how walking and riding rules support protective behaviours in shared community spaces. As students in Years 7–8 experience increasing independence, the lesson focuses on how rules help them anticipate risk, support safe choices and protect both themselves and others when travelling as pedestrians or riders.

Students explore common hazards in shared environments and consider how different road and path users experience risk in different ways. This builds an understanding that everyone has the right to feel safe and that safety relies on predictable, respectful behaviour. Respect is framed not just as politeness, but as recognising vulnerability, valuing wellbeing and understanding how individual choices affect others in public spaces.

Students also investigate the growing risks associated with illegal and modified e-bikes. This reinforces that protective behaviours include understanding the law, recognising how increased speed increases risk and respecting everyone's right to feel safe.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

7 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- Civics and Citizenship



CAPABILITIES

- Personal and Social Capability

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

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 analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing. They analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P04 Examine the roles of respect, empathy and power in developing respectful relationships.

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

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

** continued overleaf*

CAPABILITIES

Personal and Social Capability

VC2CP8S03 Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts.

VC2CP8S05 Enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goals.

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

Civics and Citizenship

VC2HC8K10 How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and a resilient democracy within Australian society.



PRIOR KNOWLEDGE

Students may already:

- have experience walking, riding bikes or using shared paths in their local community.
- know some basic road safety rules (e.g. stopping, looking both ways, wearing helmets).
- understand that rules exist to keep people safe, but may see them as optional or inconvenient.
- be developing greater independence in how and when they travel, including travelling with friends.
- have some awareness of how their behaviour impacts others in shared spaces, particularly pedestrians and drivers.

VOCABULARY

Protective behaviours – Actions and decisions that help keep yourself and others safe.

Situational awareness – Being alert to what is happening around you so you can notice risk early.

Shared spaces – Areas used by pedestrians, riders and sometimes vehicles.

Risk – The chance that something could cause harm or injury.

Hazard – Something that could cause danger or harm.

Respect – Showing care for the safety, rights and needs of others.

Responsibility – Making safe choices and following rules, even when no one is watching.

Predictability – Acting in ways others can anticipate, reducing confusion and accidents.

Legal e-bike – An electric bike that meets Victorian speed and power laws.

Illegal or modified e-bike – An e-bike changed to travel faster than allowed, increasing risk.

MATERIALS REQUIRED

- Whiteboard and markers
- Student Travel Journey Logbooks
- Videos: [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#)
- [Walking & Riding by the Rules](#) PowerPoint slides
- [Walking & Riding If-Then-Because](#) cards (including a set of blank cards)
- [Walking & Riding If-Then-Because Responses](#) sheet
- [Walking & Riding by the Rules Kahoot quiz](#)



LEARNING INTENTION

Students will understand how walking and riding rules help them stay safe, notice risks, show respect for others, and make responsible choices in shared spaces.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

SUCCESS CRITERIA

- I can identify common hazards in shared walking and riding environments.
- I can explain why specific walking and riding rules exist.
- I can describe how following rules demonstrates respect for others.
- I can explain the link between increased independence and increased responsibility.
- I can apply If–Then–Because thinking to plan safe and legal responses to travel situations.
- I can recognise how illegal or unsafe riding behaviours increase risk for everyone.

TEACHING CONSIDERATIONS

- Be mindful that students' real-life travel experiences vary widely; some may walk or ride independently, while others may have limited exposure.
- Avoid fear-based messaging; focus on empowerment, awareness and decision-making.
- Reinforce that protective behaviours are about choices, not blame or punishment.
- Clarify legal information carefully, particularly around e-bikes, to avoid misinformation.
- Be sensitive to social pressure scenarios; acknowledge that following rules can sometimes feel difficult in peer settings.

Throughout the lesson, reinforce these broader ideas:

- Independence does not mean conforming to harmful norms.
- Confidence is not always reflected in risk-taking behaviour.
- Strength includes patience and awareness.
- Respect in shared spaces means recognising and caring about differences.
- Public safety rules help create equity where differences exist.

Enable

- Use concrete examples to make abstract ideas about vulnerability, inclusion and responsibility easier to understand.
- Reinforce respectful language and ensure conversations about difference are framed positively and safely.

Extend

- Encourage students to analyse how social expectations and group norms influence travel behaviour and risk-taking.
- Prompt students to consider how laws support equity, not just order, in shared community spaces.
- Invite students to evaluate how their independent choices contribute to a culture of safety for people of different ages, genders and abilities.



USEFUL LINKS

- [Transport Victoria - Electric bikes \(e-bikes\)](#)
- [Transport Victoria - Bicycle road rules](#)
- [Transport Victoria - Bicycles, e-scooters and public transport](#)
- [TAC - E-scooters](#)
- [TAC - Cycling Safety](#)
- [PTV - Parkiteer - Secure Bike Parking](#)
- [Victoria Legal Aid - Bike law: a bicycle rider's guide to road rules in Victoria](#)
- [Royal Children's Hospital - E-scooter and e-bike safety](#)
- [Road Safety Education Victoria - Importance of Bicycle Helmets](#)

* continued overleaf

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)

Topic #2 – Personal and cultural strength

Activity #1: Where do our values come from?

Activity #2: Qualities I admire

Activity #3: Using strengths

Topic #4 – Problem solving

Activity #1: Tree change!

Activity #2: Introducing assertiveness.

Topic #7 – Gender norms and stereotypes

Activity #1: Tracking gender - investigating the influence of gender norms.

Activity #3: Human rights, equity, equality and gender.



ASSESSMENT

- Student explanations linking rules to respect and responsibility.
- Completed hazard observation notes.
- Travel Journey Logbook responses.
- Completed If-Then-Because Safety Plans.
- Think-pair-share responses during guided practice.
- Accuracy and reasoning demonstrated in Kahoot reflection questions.



LEARNING CONTINUUM

Focus: Understanding and practising safe, respectful behaviours when walking and riding (including e-bikes), and recognising shared responsibility for the safety and wellbeing of self and others.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how walking and riding (including e-bikes) safely is also about being respectful to others in shared spaces. They learn to recognise safe and unsafe behaviours, understand why rules and laws exist, and practise making protective choices that support their own safety and the safety of others.	Students identify a small number of basic walking and riding rules with support (e.g. wearing a helmet, slowing near pedestrians, stopping at crossings). They show emerging awareness that rules are meant to keep people safe and begin to notice unsafe or disrespectful behaviours in shared spaces.	Students describe several walking and riding rules and explain how they reduce risk and protect everyone using paths and roads. They apply the "Stop, Look, Listen, Think" process to common scenarios and explain how respectful behaviour helps keep shared spaces safe and fair.	Students confidently explain how safe and legal walking and riding choices support community wellbeing. They independently apply protective behaviours in complex or social situations (including peer pressure), justify responsible decisions, and demonstrate awareness of how their actions promote safety, respect and inclusion for others.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Understanding of travel rules.	1. Identify walking and riding rules in shared spaces.	1.0 No rule identified or rule identified incorrectly	1.1 Names one common rule with prompting.	1.2 Identifies several walking or riding rules using familiar examples.	1.3 Identifies multiple rules and explains where and when they apply
Understanding of why rules exist.	2. Explain why a walking or riding rule exists.	2.0 No explanation or irrelevant explanation.	2.1 States that rules are about safety.	2.2 Explains how a rule reduces risk or prevents harm.	2.3 Explains how rules reduce harm before incidents occur.
Respect for others in shared spaces.	3. Describe how following rules shows respect for others.	3.0 No link made to others.	3.1 States that rules help other people.	3.2 Explains how a rule protects pedestrians, riders or drivers.	3.3 Explains how respectful choices support predictability and trust in shared spaces.
Responsibility and independent decision-making.	4. Explain responsible behaviour when walking or riding independently.	4.0 No link made to responsibility.	4.1 States that responsible people follow rules.	4.2 Explains how responsibility involves choosing safety.	4.3 Justifies responsible choices in pressured or social situations.
Situational awareness.	5. Identify hazards and warning signs when walking or riding.	5.0 No hazard identified.	5.1 Names one obvious hazard.	5.2 Identifies multiple hazards or early warning signs.	5.3 Explains how early warning signs signal increasing risk.
Protective behaviours.	6. Apply protective behaviours to walking or riding scenarios.	6.0 No protective action identified.	6.1 Names one protective action.	6.2 Selects a protective action that fits the situation.	6.3 Explains why the action reduces risk and protects others.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

Structure of lesson:



INQUIRY QUESTION: Why do travel laws exist, and how do young people's attitudes towards these rules impact the safety of others when walking and riding in shared spaces?

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Watch these videos: [Bike Ed - Path Hazards - Transport Victoria \(6 videos from rider perspective\)](#) - one after the other.

Instruct students to record any hazards, changes, warning signs or clues they notice that could indicate a developing risk as each video plays.

Note: The first half of each video presents the scenario *without* identifying potential hazards/warning signs.

Pause each video midway to:

- Allow students time to observe and record carefully.
- Discuss their observations in pairs.

Resume the video to reveal the identified hazards/warning signs.

Provide time for pairs to:

1. Compare their predictions with the revealed hazards.
2. Add any missed warning signs to their list.

Repeat this process for each video to reinforce the importance of noticing risks/hazards early, rather than reacting after a hazard becomes obvious.

Brainstorm the following perspectives:

1. A Pedestrian's Perspective

- What should pedestrians pay attention to in these shared spaces? Are they the same as a bike rider?
- How might someone using a wheelchair or mobility aid experience this space?

2. A Driver's Perspective

- What do drivers need to monitor in shared environments?
- Are there pedestrians or riders who drivers might notice less easily?
- How might clothing, height or mobility affect visibility?

Guide students to recognise that:

- Everyone using shared spaces to travel has the right to feel safe
- Safety depends on individuals understanding and respecting agreed rules.
- All road and path users share a responsibility to notice risks, anticipate the impact of their choices and act in ways that protect others.

DIFFERENTIATION STRATEGIES

Enable

- Provide a scaffolded hazard checklist (e.g. movement, surface, people, visibility) to support students who find open observation challenging.
- Allow students to record observations using key words or simple symbols instead of full sentences.

Extend

- Challenge students to rank the hazards they noticed from *early warning sign* to *immediate danger* and justify their ranking.
- Ask students to identify one hazard that would affect each user differently (pedestrian vs rider vs driver) and explain why.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

Explain: that many rules for pedestrians and bike riders exist because of the types of hazards and risks students have just identified.

Emphasise: Rules exist to keep people safe in shared spaces. These rules are built on respect for others and rely on individuals taking responsibility for their choices - particularly as students travel more independently in the community.

Write on the board:

1. **Rules** set clear expectations.
2. **Respect** is shown through how we apply those rules around others.
3. **Responsibility** is the personal choice to follow rules even when no one is watching.
4. **Situational awareness** is *not optional* in responsible decision-making.

Model the thinking by writing the first example provided below on the board.

Guide students through:

- What the rule is.
- How following it shows respect for others.
- What responsible protective behaviour looks like in each real situation.

Draw attention to the idea that respectful behaviour often involves slowing down, waiting, or adjusting behaviour for others.

Read or **write** each of the examples provided below on the board.

Discuss each rule as a class or after pair-sharing by prompting students to identify the responsibility involved, who may be affected by the rider's choices, and how showing respect in that situation helps keep everyone safe.

1. Rule: Wearing a helmet when riding.

- **How This Shows Respect:**
 - Taking your safety seriously.
 - Reducing the risk of serious injury that affects others.
- **Responsibility Required:**
 - Preparing before riding.
 - Choosing safety even when it feels inconvenient.
- **Teaching emphasis:**
 - Respect includes valuing your own wellbeing and understanding how injuries affect families, friends and the wider community.
- **Explore:** How can we normalise safety as strength rather than weakness?

2. Rule: Giving way to pedestrians on shared paths when riding a bike or a legal e-bike.

- **How This Shows Respect:**
 - Acknowledging that others may feel vulnerable.
 - Creating space for people to move safely.
- **Responsibility Required:**
 - Slowing down.
 - Watching for others.
 - Being patient.
- **Teaching emphasis:**
 - Faster modes of travel require greater care and consideration.
- **Explore:** Who might feel more vulnerable on a shared path? Why?

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

3. Rule: Slowing down in busy or crowded areas.

- **How This Shows Respect:**
 - Recognising that crowded spaces increase risk and reduce decision-making time.
 - Adjusting behaviour to prevent a collision.
- **Responsibility Required:**
 - Self-control.
 - Situational awareness.
- **Teaching emphasis:**
 - Being in a hurry is not an excuse to ignore safety.
- **Explore:** Are there people who may not be able to move quickly out of the way?
How does slowing down show respect for people with different abilities?
What happens if boldness overrides safety?

4. Rule: Crossing roads at designated crossings

- **How This Shows Respect:**
 - Making your travel behaviour predictable.
 - Reducing risk for drivers and other pedestrians.
- **Responsibility Required:**
 - Waiting for signals.
 - Limiting risk rather than rushing or taking short cuts.
- **Teaching emphasis:**
 - Respect often looks like patience.

5. Rule: Keeping left on shared paths

- **How This Shows Respect:**
 - Helping others anticipate your movement.
 - Reducing confusion and near-misses.
- **Responsibility Required:**
 - Staying alert.
 - Adjusting position when others are nearby.
- **Teaching emphasis:**
 - Simple habits can prevent accidents.

6. Rule: Using bells, signals or voice when approaching to pass others.

- **How This Shows Respect:**
 - Giving people early warning of your intended action.
 - Avoiding surprise or fear.
- **Responsibility Required:**
 - Clear and early communication.
 - Thinking ahead.
- **Teaching emphasis:**
 - Respect includes warning others, not just avoiding them.
- **Explore:** Would a sudden bell startle some people more than others?
How might someone with hearing loss experience this?

* continued overleaf

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

7. Rule: Riding only legal e-bikes and e-scooters that meet local laws (including speed limits and pedal requirements).

· **How This Shows Respect:**

- Respecting shared spaces and the people who use them.
- Acknowledging that laws exist to protect everyone, not just riders.

· **Responsibility Required:**

- Knowing whether a bike or scooter is legal to ride.
- Choosing not to ride devices that are too powerful or unsafe, even if they are popular.

· **Teaching emphasis:**

- Respect includes understanding that more powerful devices increase risk, and that illegal choices can endanger others and limit access for everyone.

8. Rule: Riding solo and staying in control (no passengers, stunts or risky manoeuvres).

· **How This Shows Respect:**

- Reducing unpredictability for pedestrians, riders and drivers.
- Showing care for others who may be startled or put at risk by sudden movements.

· **Responsibility Required:**

- Riding within your skill level.
- Prioritising control over showing off or keeping up with friends.

· **Teaching emphasis:**

- Respectful riders understand that public spaces are not places for risk-taking, and that loss of control affects far more than just the rider.

· **Explore:**

- Are there people who are sometimes given different messages about taking risks?
- How do social expectations about masculinity influence risk-taking?
- What would respectful confidence look like for everyone?

Consolidate Key Understandings:

- Rules exist to keep shared spaces safe.
- Respect is shown through everyday travel choices.
- Greater independence means greater responsibility.
- Situational awareness helps students know when to slow down or adjust behaviour.
- Protective behaviours involve noticing risk, showing respect and making safe decisions.

Reinforce:

- **Rules** guide behaviour.
- **Respect** shapes interactions.
- **Responsibility** keeps everyone safer in shared community spaces.

DIFFERENTIATION STRATEGIES

Enable

- Summarise each rule using a simple "Rule → Respect → Responsibility" sentence starter for students to complete.

Extend

- Ask students to explain how one rule failing (e.g. not slowing down) can increase risk for multiple people, not just the rider.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

3

LESSON PHASE: Guided Practice



TIMING: 10 mins

Share the *By the Rules – Walk and Ride* PowerPoint presentation – a series of slides featuring photos, posters, campaign graphics, short slogans, warnings and safety messages shared by Transport Victoria on their website and on social media.

Think-pair-share the questions on each slide to spark awareness and identify what the messaging and behaviours the images are encouraging or discouraging.

Students write their responses in their *Travel Journey Logbook*.

Use this as an opportunity to check students' awareness of more pedestrian and riding rules.

Remind students that these messages exist because everyone has responsibilities when travelling in shared public spaces.

Reinforce that being a safe and respectful traveller means noticing these rules/laws, understanding them, and making choices that protect and respect themselves and others.

Ask additional discussion questions:

- Are there people who might not see themselves represented in this campaign?
- Would this message resonate differently with different genders?

Clarify after the last slide that:

- Not all e-bikes are legal.
- Some e-bikes have been modified to travel faster than allowed.
- Illegal modifications increase risk and remove protections for everyone.

Emphasise that this is a **respect** and **responsibility** issue, not just a technology issue.

Clarify that in Victoria:

- Legal e-bikes have speed and power limits.
- Modified e-bikes can travel at unsafe speeds.
- Faster speed = greater stopping distance and injury risk.
- Illegal e-bikes remove pedestrians' and legal bike users' right to safe shared spaces.

DIFFERENTIATION STRATEGIES

Enable

- Provide a word bank of common travel rules and behaviours to support students during think-pair-share discussions.
- Allow students to verbally explain slide messages before writing.

Extend

- Ask students to evaluate which messages are most effective for teenagers and suggest why.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

4

LESSON PHASE: Independent Application



TIMING: 15 mins

Explain: One of the most powerful ways to build independence is to know the laws that protect you when you're travelling, and to plan ahead for what you would do if something unexpected happened. **IF - THEN - BECAUSE** safety plans help us do that.

Write the following on the board:

- If this situation occurs
- **Then** I will choose this action
- **Because** it protects

Announce that students will now generate a number of **If-Then-Because** Safety Plans.

Emphasise: This is a simple way to think through a situation before it happens, so you're ready to act confidently and legally if it ever does.

Model the following example on the board:

If I'm riding and it starts getting dark,

Then I will turn on my bike lights and travel on a well lit route,

Because it protects me by making me visible and follows the lighting law for cyclists.

Prompt discussion with these additional IF scenarios:

- If I notice someone older or using a mobility aid ahead of me on a shared path...
- If my friends encourage me to race past pedestrians...

Follow with one or more reflective prompts, such as:

- Would this plan change depending on who is involved?
- How does social pressure show up differently for different genders?
- What does it look like to resist unhealthy expectations?

Distribute one set of *Walking and Riding If-Then-Because* Cards to each student.

Students must match each "IF" card with a matching "THEN" card and an appropriate "BECAUSE" card to create eight (8) safety plan responses they can follow.

Once students have matched all their cards, they may move around the room and read other students' safety plans.

Refer to the *If-Then-Because Safety Plan Responses* sheet to share and review card matches with students.

Encourage students to create their own IF-THEN- BECAUSE scenarios using the set of blank cards provided. Students can share their own real travel situations that are relevant to their community and travel routes - challenging others to connect different safety plans.

DIFFERENTIATION STRATEGIES

Enable

- Offer one partially completed If-Then-Because example for students who need extra support with sequencing ideas.
- Allow students to work in pairs for the first few cards matches before completing independently.

Extend

- Ask students to rewrite one safety plan to include social pressure (e.g. friends rushing or encouraging risk).
- Challenge students to create several original If-Then-Because plans based on real travel routes they use outside school.

LESSON PLAN

Lesson 7: Walking & Riding – Positive Travel Choices for Everyone (Rules, respect & responsibilities)

5

LESSON PHASE: Reflection / Review



TIMING: 10 mins

Walking & Riding Kahoot – Rules in Action

Launch the *Walking & Riding by the Rules Kahoot Quiz* (provided).

Remind students that this is a reflection activity, not just about getting answers right.

After 2–3 key questions, briefly pause and ask one or more of the following questions:

- How does this rule reduce harm, not just enforce behaviour?
- How might social pressure make this rule harder to follow?
- Do different genders experience peer influence differently?

Bring the class back together and **summarise**:

- *Pedestrian and riding rules (including e-bike rules) aren't about control - they're about predictability and safety in shared spaces.*
- *Protective Behaviours help us:*
 - Notice risk early.
 - Make safe choices under pressure.
 - Respect other people's right to feel safe.

DIFFERENTIATION STRATEGIES

Enable

- Allow students to discuss answers briefly with a partner before responding to reflection questions.

Extend

- Challenge students to reflect on how their own travel behaviour might influence younger students, peers or adults in shared spaces.



LESSON PLAN

Lesson 8: One Choice - Action Project (Protective behaviour promotion)

LESSON SUMMARY

In this culminating lesson, students apply their learning by designing and presenting a **Community Action Project** focused on one Protective Behaviour related to safe and respectful travel. Students select a single Protective Behaviour, deliberately setting aside the others, and create an informative or persuasive product to educate peers, younger students, families or the wider community.

The lesson empowers students to use their voice, demonstrate civic responsibility, and contribute positively to community safety.

SEQUENCE TITLE: Protective Behaviours – Resilience, Respect and Safety on the Go



LEVEL

Years 7-8



LESSON NUMBER

8 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

· Health and Physical Education



CAPABILITIES

· Personal and Social Capability
· Critical and Creative Thinking

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

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 analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing. They analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline (interacting with others). Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.

Personal and Social Capability:

Students identify, explain and reflect on strategies for responding to challenges and factors that influence success in responsible decision-making and working independently.

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

VC2HP8P05 Investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities.

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

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

CAPABILITIES

Personal and Social Capability

VC2CP8O02 The nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion.

VC2CP8O05 When and how to use skills and strategies to prevent, defuse and resolve conflict within and between groups in different contexts.

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)



PRIOR KNOWLEDGE

Students:

- have explored Protective Behaviours such as noticing warning signs, using assertive communication, and seeking support early.
- understand that peer influence and social norms can affect travel choices and safety.
- have examined safe and unsafe behaviours in walking, riding and public transport contexts.
- recognise that travel safety includes legal responsibilities and respectful shared-space behaviour.
- have discussed how experiences of safety may differ based on gender, age, disability, cultural background or independence level.

VOCABULARY

Protective Behaviour – Actions you take to keep yourself and others safe.

Assertive Communication – Speaking clearly and respectfully to express your needs or boundaries.

Peer Influence – The effect friends or people your age has on your choices.

Social Norms – Unwritten rules about how people are expected to behave.

Community Safety – Making choices that protect everyone in shared spaces.

Shared Responsibility – Everyone has a role in keeping places safe and respectful.

Civic Action – Taking action to improve your community.

Inclusion – Making sure everyone feels welcome and respected.

Accessibility – Ensuring spaces and information can be used by all people.

Respectful Travel – Travelling in ways that follow rules and consider others.

MATERIALS REQUIRED

- Coloured markers, pencils, rulers
- Poster paper or digital devices
- Respectful Journeys Logbook
- Community Action Planning Template (Audience–Message–Impact framework)
- Success Criteria checklist
- Example safety campaign visuals (print or slideshow)
- Sticky notes (for peer feedback gallery walk)



LEARNING INTENTION

Students will apply their understanding of Protective Behaviours by designing a community action product that promotes safe, respectful and inclusive travel practices.

SUCCESS CRITERIA

- I can clearly explain one Protective Behaviour.
- I can connect a protective behaviour to a real travel situation or law.
- I can identify how my message improves safety and respect for different groups of people.
- I can design a product that suits a specific audience.
- I can explain how my project supports community wellbeing and shared responsibility.

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

TEACHING CONSIDERATIONS

- Ensure examples reflect a range of travel contexts (metro, regional, rural, walking, riding, bus, train).
- Avoid framing safety issues in ways that blame specific genders, age groups or communities. Focus on behaviours, systems and solutions.
- Acknowledge that girls, gender-diverse students, younger students, and students with disabilities may experience travel safety differently (e.g. harassment, accessibility barriers, confidence levels).
- Encourage inclusive language and diverse representation in campaign visuals.
- Be sensitive to students who may have experienced unsafe travel situations. Remind students they are not required to share personal experiences.
- Provide alternative participation methods (verbal explanation, visual storyboard, written script) to support different learning needs.
- Reinforce that the project is about promoting responsibility and respect, not restricting independence.
- Allow students to choose the Protective Behaviour that feels most meaningful or relevant to them.

Enable

- Provide structured planning templates, sentence starters and visual exemplars to guide students through the project steps.
- Allow flexible formats for demonstrating learning (poster, script, audio recording, storyboard) to support different strengths and needs.
- Offer small-group conferencing or check-ins to clarify expectations and build confidence before sharing.

Extend

- Challenge students to incorporate multiple perspectives (e.g. gender, age, disability, cultural background) into their message.
- Require students to justify their chosen Protective Behaviour using evidence, a relevant law, or a real community issue.
- Invite students to design an implementation plan (e.g. where and how their campaign could realistically be shared for impact).



USEFUL LINKS

[Transport Victoria - Trambassadors](#)

[Transport Victoria - Safety you can see](#)

[Transport Victoria - Always obey the stop sign at rail crossings](#)

[Vic Dept. of Education: Resilience, Rights and Respectful Relationships Level 7-8](#)



ASSESSMENT

- Observation of student participation in brainstorming, planning discussions and peer feedback.
 - Completion and quality of the Audience–Message–Impact planning.
 - Final Community Action product demonstrating understanding of one Protective Behaviour and its real-world relevance.
 - Reflection responses showing ability to explain impact on safety, respect and inclusion.
-

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)



LEARNING CONTINUUM

Focus: Understanding and promoting one Protective Behaviour to improve travel safety and respect, and communicating it effectively to peers, younger students, families, or the wider community.

Learning Continuum	Phase 1	Phase 2	Phase 3
Students explore how Protective Behaviours can improve safety and respect in travel. They learn to select one behaviour, understand its purpose, and plan a clear message for an audience.	Students identify one Protective Behaviour and recognise why it is important in simple, familiar travel situations. They show emerging awareness of how it can improve safety and respect.	Students describe the chosen Protective Behaviour and connect it to a realistic travel scenario. They explain how it supports safer choices and respectful interactions for themselves and others.	Students confidently analyse how their chosen Protective Behaviour can influence travel safety and respect across different audiences. They independently design and justify an inclusive project that promotes safety, equity, and shared responsibility in the community.

ASSESSMENT RUBRIC

Organising Element	Action	Insufficient Evidence	Quality Criteria		
			1.1	1.2	1.3
Understanding of Protective Behaviours.	1. Explain one Protective Behaviour.	1.0 No explanation or inaccurate description.	1.1 Names a Protective Behaviour without explanation.	1.2 Describes the Protective Behaviour using a relevant example.	1.3 Explains the Protective Behaviour and clarifies how it reduces risk in a travel situation.
Understanding of Legal & Social Responsibility.	2. Connect the Protective Behaviour to a rule, law or social norm.	2.0 No connection made.	2.1 Identifies a related rule or expectation.	2.2 Describes how the rule or norm supports safety.	2.3 Explains how the rule or norm protects individuals and the wider community.
Application to Real Travel Contexts.	3. Apply the Protective Behaviour to a realistic travel scenario.	3.0 No scenario included.	3.1 Describes a basic or vague scenario.	3.2 Describes a clear, realistic travel situation.	3.3 Analyses how the Protective Behaviour changes outcomes within the scenario.
Inclusive & Respectful Messaging.	4. Demonstrate inclusion in the safety message.	4.0 Message excludes or stereotypes groups.	4.1 Mentions fairness or respect in general terms.	4.2 Identifies a group that may be affected differently (e.g. age, gender, disability).	4.3 Explains how the message supports equity and inclusion for diverse groups.
Audience & Impact Awareness.	5. Design a message suited to a specific audience.	5.0 No clear audience identified.	5.1 Identifies an audience without adapting message.	5.2 Adapts language or format for chosen audience.	5.3 Justifies how the message will influence safer behaviour in that audience.

* continued overleaf

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

ASSESSMENT RUBRIC (Cont'd)

Organising Element	Action	Insufficient Evidence	Quality Criteria		
Civic & Personal Responsibility.	6. Reflect on community impact and shared responsibility.	6.0 No reflection or unrelated response.	6.1 States that safety is important.	6.2 Describes how young people can contribute to safer travel.	6.3 Explains how individual choices influence broader community safety and respect.

Structure of lesson:



ACHIEVEMENT FOCUS: Students demonstrate understanding of protective behaviours, responsibilities and community safety by creating and communicating a clear, purposeful message to others.



1 LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Ask the question: *What unsafe or disrespectful travel behaviours still happen in our community?*

Invite students to brainstorm freely.

Display or revisit images, posters and short clips from earlier lessons to spark ideas.

Examples to prompt thinking:

- Not wearing helmets.
- Filming pranks on public transport.
- Not offering seats to elderly or less abled passengers.
- Peer pressure to cross roads/tracks unsafely.
- Ignoring someone feeling uncomfortable.
- Harassment or sexist comments in shared spaces.

As students share, prompt them to think about:

- Which behaviours keep appearing.
- Who is most affected.
- Which protective behaviour could interrupt or prevent the issue.

Explain project requirements: "Today, you will choose **ONE** Protective Behaviour and design a product that educates others. You are not explaining everything we've learned - just one powerful behaviour that can improve travel safety and respect."

Clarify that projects must:

1. Clearly explain the Protective Behaviour.
2. Show why it matters.
3. Connect it to a real travel situation.
4. Be inclusive and respectful.
5. Encourage safer choices.

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

DIFFERENTIATION STRATEGIES

Enable

- Provide a list of Protective Behaviours studied (e.g. Seek Support Early, Use Assertive Voice, Notice Warning Signs, Respect Shared Space).
- Provide visual examples of strong safety posters or short campaign clips.

Extend

- Ask students to identify which groups may experience this issue differently (gender, disability, age).
- Invite students to identify a current local travel concern and connect their project to it.

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 10 mins

Explain that effective safety messages are built around three key elements.

Write these on the board as you introduce them.

1. Audience

Ask: Who needs this message most?

Guide students to consider:

- Younger students
- Peers
- Adults
- Families
- Sports teams
- Community transport users

Encourage students to choose an audience they understand well.

2. Message

Ask: What must they understand?

Explain students will need to identify:

- The Protective Behaviour.
- Why it reduces risk.
- How it supports respect and inclusion.

Remind students that their message should be simple, clear and focused on one key idea.

3. Impact

Ask: What change do you want?

Students consider the behaviour they want to encourage, such as:

- More helmet use.
- More assertive boundary-setting.
- Safer crossing.
- More respectful shared transport behaviour.

Explain that their product must also:

- Connect to a real rule, law or social expectation.
- Include one realistic travel scenario.

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

Before students begin creating, **emphasise** that the strength of their planning will shape the clarity and effectiveness of their final product.

Encourage students to check that their planning is complete, specific and audience appropriate before moving on to product creation.

DIFFERENTIATION STRATEGIES

Enable

- Provide a structured planning template with sentence starters:
 - "This Protective Behaviour helps because..."
 - "A common situation is..."
 - "People might not realise that..."
- Allow verbal planning before written completion.

Extend

- Ask students to identify possible barriers to their audience listening (peer pressure, embarrassment, misinformation).
- Require inclusion of a statistic, law reference, or community policy.
-

3 LESSON PHASE: Guided Practice



TIMING: 10 mins

Explain that students will shortly create their chosen product.

List some of the options that students may create:

- Poster or infographic.
- Short presentation/assembly talk.
- Video concept or storyboard.
- Social media awareness campaign (mock-up).
- Parent or primary student guide.
- Podcast script.
- Comic strip.
- Public service announcement script.
- Audio recording.

Display the success criteria:

- Explain one Protective Behaviour clearly
- Connect to a real travel situation
- Show why it improves safety AND respect
- Is inclusive and appropriate for the audience
- Encourage responsible action

Share the following example project:

Title: "Keep Left on Shared Paths" - A Parent/Primary Student Guide

Product: A short guide that teaches younger students, and their parents, the protective behaviour of keeping to the left on shared paths.

Audience: Primary school students who walk or ride on shared paths with their families.

Message: Keeping left helps everyone move safely and predictably, especially in busy areas.

Impact: Encourage younger students to develop safe habits early and understand how their choices affect others.

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

Share what the guide might look like (Concept Only):

- A cover page titled "Sharing the Path Safely"
- A simple diagram showing a shared path with arrows pointing left.
- A short explanation: "Keeping left helps everyone know where you're going. It keeps you safe and gives others room to move."
- A small scenario box: "When the path gets busy, staying left helps riders and walkers pass safely."
- A final reminder: "Everyone has the right to feel safe when travelling."

DIFFERENTIATION STRATEGIES

Enable

- Allow students to talk through their idea with a partner before committing to a product choice.
- Offer sentence starters to help students articulate their protective behaviour, audience and message clearly.

Extend

- Require students to justify their design choices (e.g., colours, visuals, tone) based on accessibility and inclusivity.
- Encourage students to incorporate accessibility features such as captions, high contrast colours, simplified language or alternative text.

4

LESSON PHASE: Independent Application



TIMING: 20 mins

Explain to students that they will now begin creating their chosen product.

Remind them that their goal is to communicate **one clear protective behaviour** in a way that is meaningful, respectful and easy for their chosen audience to understand.

Teacher Directions During Creation

Circulate as students work and prompt them to check the clarity and purpose of their message.

Use questions such as:

- Is your audience clear?
- Is your message simple and focused on one protective behaviour?
- Does your product show why this behaviour matters?
- Have you connected your message to a real travel situation?
- Would someone in your audience understand this quickly?

Encourage students to think carefully about:

- Representation: Who is shown in their visuals? Who is missing?
- Accessibility: Can someone younger, older, or with different needs understand the message?
- Tone: Does the message feel respectful, encouraging and inclusive?

Remind students to avoid stereotypes and ensure their message reflects the diversity of people who use shared travel spaces.

Encourage students to check their work for:

- Diverse representation in visuals (gender, ability, cultural diversity)
- Avoidance of stereotypes in characters, roles and scenarios
- Clear, readable fonts that are easy to see from a distance
- Strong colour contrast for visibility and accessibility
- Language that is accessible to the chosen audience (simple, direct, age appropriate)
- Alternative formats where needed (audio option, visual heavy option, simplified text)

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

Consider also asking:

- Does your scenario feel realistic for your audience?
- Have you shown how this behaviour protects people?
- Is your call to action clear?
- Have you included a respectful message that encourages safe choices?
- Does your product reflect the values of safety, respect and responsibility?

Encourage students to revise and refine their work as they go, checking it against the success criteria displayed in the room.

DIFFERENTIATION STRATEGIES

Enable

- Provide a simple planning scaffold (e.g., audience–message–impact) for students who need help organising their ideas before creating.
- Give students the option to work with a partner for the first few minutes to clarify their message before creating independently.

Extend

- Encourage students to justify their design choices (e.g., colours, visuals, tone) based on their chosen audience.
- Ask students to consider how their message could be adapted for a different audience (e.g., younger students, families, community groups).

5 LESSON PHASE: Reflection / Review



TIMING: 10 mins

Explain to students that they will now share their completed projects and receive feedback from peers.

Choose one of the following structures to guide the sharing process:

- Gallery walk
- Small group presentations
- Pair share explanation

Provide students with simple feedback prompts to use as they review each other's work:

- *One thing that was clear and effective...*
- *One suggestion to strengthen the impact...*

Before students begin, highlight what strong projects should demonstrate:

- A clear connection to the chosen protective behaviour
- Strong targeting of the intended audience
- Inclusive and respectful messaging
- A realistic and relevant travel situation or application

Optional Real World Application

Explain that some projects may be shared beyond the classroom to promote safer travel in the wider community.

Possible options include:

- Displaying projects around the school
- Sharing with feeder primary schools
- Presenting at year level assemblies or parent forums
- Linking with local council, transport or safety initiatives (e.g. feature initiatives in local library, invite a councillor to come to the school, work with council to feature on local infrastructure such as shared paths)

LESSON PLAN

Lesson 8: Choice - Action Project (Protective behaviour promotion)

DIFFERENTIATION STRATEGIES

Enable

- Provide written feedback sentence starters to support students who need structure.
- Allow students to record their explanation instead of presenting live.

Extend

- Ask presenters to explain how their message supports equity and inclusion.
- Invite peers to suggest how the project could be implemented in a real world setting.