



LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

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



LEVEL

Years 9-10



LESSON NUMBER

7 of 7



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

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

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

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

** continued overleaf*

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

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

Creating a Safe Social Space for Participation and Learning



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

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

Achievement Standard (Extract)



Health and Physical Education:

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

Personal and Social Capability:

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

Critical and Creative Thinking

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

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

.....

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

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

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

CAPABILITIES

Personal and Social Capability

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

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

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

Critical and Creative Thinking

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

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



PRIOR KNOWLEDGE

Students:

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

VOCABULARY

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

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

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

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

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

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

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

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

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

.....

MATERIALS REQUIRED

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



LEARNING INTENTION

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

SUCCESS CRITERIA

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

TEACHING CONSIDERATIONS

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

ASSESSMENT

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

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo



LEARNING CONTINUUM

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

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

ASSESSMENT RUBRIC

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

* continued overleaf

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

ASSESSMENT RUBRIC (Cont'd)

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

Structure of lesson:



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

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

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

1

LESSON PHASE: Introduction (Hook)



TIMING: 5 mins

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

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

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

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

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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



LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 15 mins

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

Feedback Checkpoint A – Clarity Check

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

Students evaluate:

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

Feedback Checkpoint B – Behaviour Impact Check

Inquiry prompt: Would this realistically influence behaviour?

Students evaluate:

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

Feedback Checkpoint C – Accessibility & Inclusion Check

Inquiry prompt: Does this solution work for different people?

Students evaluate:

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

Feedback Checkpoint D – Practicality & Feasibility Check

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

Students evaluate:

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

Circulate and prompt deeper thinking through questioning:

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

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

DIFFERENTIATION STRATEGIES

Enable

- Offer structured feedback sheets with guiding questions and icons.

Extend

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

LESSON PLAN

Lesson 7: Lead the Change - Street Safe Expo

.....

3&4

LESSON PHASE: Guided Practice & Independent Application



TIMING: 35 mins

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

Each student or group:

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

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

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

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

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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

5

LESSON PHASE: Reflection / Review



TIMING: 5 mins

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

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

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