



LESSON PLAN

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

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



LEVEL

Years 9-10



LESSON NUMBER

1-3 of 7



LESSON LENGTH

3x 60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education



CAPABILITIES

- Personal and Social Capability
- Critical and Creative Thinking

LESSON SUMMARY

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

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

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

** continued overleaf*

LESSON PLAN

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

.....

Students are encouraged to think critically about:

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

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

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

Creating a Safe Social Space for Participation and Learning



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

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

LESSON PLAN

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

.....

Achievement Standard (Extract)



Health and Physical Education:

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

Personal and Social Capability:

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

Critical and Creative Thinking

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

Victorian Curriculum Content Descriptions



LEARNING AREAS

Health and Physical Education

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

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

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

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

CAPABILITIES

Personal and Social Capability

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

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

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

Critical and Creative Thinking

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

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

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

LESSON PLAN

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

.....



PRIOR KNOWLEDGE

Students:

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

VOCABULARY

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

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

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

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

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

Harassment – unwanted, intimidating or unsafe behaviour towards others.

Infrastructure – the physical features of the transport environment.

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

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

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

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

MATERIALS REQUIRED

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



LEARNING INTENTION

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

SUCCESS CRITERIA

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

LESSON PLAN

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

.....

TEACHING CONSIDERATIONS

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



USEFUL LINKS

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

Topic #1 - Emotional Literacy

Activity #2: Thinking from different perspectives

Optional Activity: Who is Leading the Motion?

Topic #2 – Personal and cultural strength

Activity #1: Is respect a human right?

Activity #3: Using strengths in ethical dilemmas

Topic #3 - Positive Coping

Optional activity: Traffic Lights Game

Topic #4 – Problem solving

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

Optional activity: Blindfold Drawing Game.



ASSESSMENT

Teachers may collect evidence of learning through:

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

LESSON PLAN

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



LEARNING CONTINUUM

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

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

ASSESSMENT RUBRIC

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

* continued overleaf

LESSON PLAN

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

.....

ASSESSMENT RUBRIC (Cont'd)

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

.....

Structure of lesson:



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

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

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

1

LESSON PHASE: Introduction (Hook)



TIMING: 10 mins

Live Travel Poll

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

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

Display live data.

Distribute sticky notes to each student.

Write the following prompt on the board:

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

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

Read out some of the observations to the class.

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

LESSON PLAN

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

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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

2

LESSON PHASE: Explicit Teaching & Modelled Learning



TIMING: 20 mins

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

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

When travelling, protective behaviours are especially important because:

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

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

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

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

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

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

** continued overleaf*

LESSON PLAN

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

.....

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

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

Project Focus – Street Safe Action Project

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

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

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

Outline three types of projects:

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

Emphasise that students should choose an issue that:

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

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

3

LESSON PHASE: Guided Practice



TIMING: 150 mins

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

Divide students in 5 equal groups.

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

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

At each station, students spend 30 minutes:

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

Evidence Stations:

LESSON PLAN

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

.....

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

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

Videos -

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

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

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

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

Websites -

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

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

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

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

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

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

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

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

Station Reflection Questions

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

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

LESSON PLAN

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

.....

Station B – Public Transport Behaviour

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

Videos -

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

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

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

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

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

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

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

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

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

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

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

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

Websites -

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

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

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

Station Reflection Questions

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

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

LESSON PLAN

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

.....

Station C – Shared Paths & Roadway Issues

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

Videos -

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

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

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

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

Websites -

[Victoria Walks - Understanding Pedestrian Crashes](#)

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

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

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

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

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

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

Station Reflection Questions

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

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

LESSON PLAN

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

.....

Station D – Laws, Rules & Misconceptions

Inquiry prompt: Which rules are teens least aware of?

Videos -

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

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

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

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

[Transport Victoria - Signalised Pedestrian Crossings](#)

Websites -

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

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

[Victoria Police - Electric powered scooters](#)

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

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

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

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

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

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

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

[TAC - Cycling safety](#)

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

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

Station Reflection Questions

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

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

LESSON PLAN

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

.....

Station E – Identity, Culture & Safety Experiences

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

Videos -

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

[Metro - Community Education programs](#)

Websites -

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

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

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

[Yarra Trams - Schools Engagement Program](#)

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

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

[VLine - Safety](#)

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

Factsheets and posters -

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

Station Reflection Questions

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

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

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

LESSON PLAN

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

.....

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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

4

LESSON PHASE: Independent Application



TIMING: 20 mins

Choose a Project focus and justify it!

Remind students of the three types of projects:

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

Emphasise that students should choose an issue that:

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

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

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

Students record answers the following questions:

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

Drafting the Purpose Statement

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

Examples:

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

LESSON PLAN

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

.....

Students draft their first version of the purpose statement.

Teacher circulates and prompts:

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

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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

5

LESSON PHASE: Reflection / Review



TIMING: 10 mins

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

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

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

DIFFERENTIATION STRATEGIES

Enable

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

Extend

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