

Teacher Notes: Awarewolf Branching Scenario: Choose your own safe journey

Activity Aim:

This activity provides a context for students to solve safety problems (scenarios) during their travel to Luna Park via public transport. This activity can be conducted as a student activity (individual or small group) and/or a teacher-led whole-class discussion. Although there are fixed options for each scenario, teachers can lead a discussion of safety issues and the reasons and consequences for choosing an option.

Victorian Curriculum Alignment

Health and Physical Education (Levels 5 and 6)	
Personal, Social and Community Health	Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)
	Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)
	Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)
English (Levels 5 and 6)	
Interacting with Others	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (ACELY1699)
	Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013) Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (ACELY1709)
Ethical Capability (Levels 5 and 6)	
Decision Making and Actions	Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends (VCECD012)
Music practices	Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)
Critical and Creative Thinking (Levels 5 and 6)	
Questions and Possibilities	Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)
Reasoning	Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTO25)

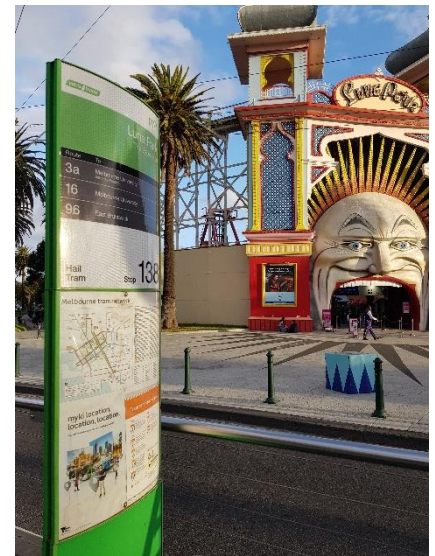
Resources:

- Class resource: PowerPoint slides Public Transport Safety: Choose Your Own Journey
- Internet, PTV website
- Computer or device

Tuning-in Activity: (10 minutes)

Teacher-led discussion using the first two slides of the Powerpoint:

- You will meet the Aware Wolves at Luna Park during the school holidays! How are you going to travel to Luna Park? What trains or trams will you take? How much would it cost?
- Check the PTV website for public transport options from your location to Luna Park. Which option takes the shortest time and/or is the cheapest?
- What safety considerations would you have while travelling?



Lesson Body: (45 minutes)

Choose Your Own Journey

- Teacher/students access the Powerpoint (depends on student-centred or teacher-centred approach) on their device. When it comes to each problem scenario, several options are presented. Students debate/discuss and select an option, and they can write down their choice and reasoning individually, and/or discuss it as a class. Consider the use of roleplay to explore the scenario questions. If writing down individual reasoning, do this in their general work exercise book (or similar) so as to provide a meaningful purpose for the reflection and justification.
- The consequence of their choice is revealed. At times, students might face a negative consequence and need to return to the problem scenario and choose a different option. Instructions on where to click to return to the question are on each slide.
- At the end of the journey to Luna Park, students can present their choices, reasons, and consequences for their entire journey to the whole class or another small group. They can also write a story of their journey and what they learnt about safe commuting.

Formative Assessment:

Students debate the actions to take when presented with the dilemma of being late (hurrying their travel) and being safe. They have to be accountable for the consequences of their actions (e.g., losing their phones). The consequences provide immediate feedback on their actions (formative assessment). Students are given the opportunity to discuss, debate, and present their thinking and rationale for the actions.

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As you approach the station, you see the lights flashing, bells ringing, and the safety gates are closing. A train is coming!

Oh No! The gate is closing. What are you going to do?

A) Run for it!

B) Run for it! But keep an eye out for the train.

C) Wait for it. You are going to have to miss this train and wait for the next one.

D) Go onto the road and look for another place to cross the tracks. Run for it!



Listen up, look around, be aware