



ROAD  
TRAVEL  
REWARDS

**NRMA Free Movers Road Safety Program  
Unit 1: Growing Independence  
Teaching Notes**

## PROGRAM DESIGN

Part of the NRMA Free Movers Program, Unit 1 focuses on supporting students as they begin to make independent journeys. The module builds practical road safety skills through active learning strategies—video-based questions, real-life scenarios, discussion prompts, and hands-on planning tasks like creating a “My Safe Travel Plan.” Students explore how independence influences safety choices when walking, cycling, or using public transport, and learn strategies for trip planning, after-dark safety, and responding to unexpected changes. Aligned with PDHPE Stage 4 outcomes, the unit promotes personal responsibility, decision-making for wellbeing, and confidence in managing risk. Activities encourage critical thinking, communication, and safe behaviour, helping students grow independence while prioritising safety in community contexts.

## CURRICULUM ALIGNMENT

The module explicitly links to PDHPE Stage 4 outcomes:

- **PD4-6:** Investigates strategies to manage personal safety in a range of environments, supported through scenario-based discussions and planning tasks like “My Safe Travel Plan.”
- **PD4-7:** Promotes safe decision-making and community wellbeing by encouraging students to identify risks and choose safer alternatives.
- **PD4-9:** Applies decision-making to enhance personal and community health through trip planning and strategies for unexpected changes.
- **PD4-10:** Explains how personal identity is influenced by independence and responsibility, reinforced through reflection activities on safety choices and independence.

## SUGGESTED LESSON PLAN

<i>Task</i>	<i>Activity</i>	<i>Duration</i>
Introduce lesson – NRMA road safety education: Free Movers (3 units) 1. Growing Independence	Who here is starting to complete journeys on their own or with friends without a grownup?	5 mins
Watch the video and answer the three pop up questions	Students can watch independently or as a class led by the teacher	5-10 minutes
Student scenario + 4 questions	Discuss with a partner, in a small group or as a class	8- 10 minutes
"On Paper" task	3 tasks – travel plan template completed	20 minutes
Extension activities	See below	10 mins if needed
Lesson conclusion	Summarise the learning using question 3 of slide 14	5 minutes

### Accessing the content

NRMA Online Programs are accessed through Edpuzzle: an educational tool that allows you to learn and engage with interactive video lessons. Students will access each of the following units via the Edpuzzle link and Class Code emailed to the teacher.

Videos are also available on Vimeo:

<https://vimeo.com/1157051051>

password: Move2026

### SUPPORTING QUESTIONS

Students watch the video either individually or as a class group. The following multiple-choice questions appear throughout the video to check engagement and understanding - If students have logged into EdPuzzle individually their responses and progress will be shared with you at the start of the following week.

<p><b>Trip planning</b> Rank the following in importance as reasons to plan your route before traveling independently?</p>	<ul style="list-style-type: none"> <li>a. To impress your friends with your organisation <b>(4: least important)</b></li> <li>b. To avoid spending too much money on public transport</li> <li>c. To ensure you arrive safely and on time <b>(1: most important)</b></li> <li>d. To make sure your parents know your plans</li> </ul>
<p><b>After-dark safety</b> Which of the following is the safest road safety practice when walking near traffic after dark?</p>	<ul style="list-style-type: none"> <li>a. Wearing headphones to stay entertained</li> <li>b. Wearing dark clothing to blend in – assume the car headlights will pick you out</li> <li><b>c. Using footpaths and wearing visible or reflective clothing</b></li> <li>d. Posting your location on social media</li> </ul>
<p><b>Dealing with changes</b> If your planned transport is cancelled unexpectedly, what two options should you do first.</p>	<ul style="list-style-type: none"> <li>a. Panic and call all your friends</li> <li>b. Walk home regardless of distance</li> <li><b>c. Check for alternative transport options</b></li> <li><b>d. Update your parents or guardians with what has happened.</b></li> </ul>

## STUDENT SCENARIO

Students assess travel choices and identify safer alternatives. (PD4-6: investigates strategies to manage personal safety in a range of environments)

**Scenario:** Kai and Ava are running late, Ava suggests a shortcut home down a narrow road with no footpaths and poor lighting. It's faster, but it's also busy with fast-moving traffic. Kai isn't sure... should they risk it?

**Task:** chat with a friend and answer the questions, multiple options pop up for the students to discuss and choose - more than one answer can be correct in each question.

What makes this shortcut risky?	<ul style="list-style-type: none"> <li>• No footpaths – have to walk on the road</li> <li>• Not well lit? Drivers cannot see them</li> <li>• Not the usual route – if something happens parents won't know where to find them</li> </ul>
What safer choices could Kai and Ava make?	<ul style="list-style-type: none"> <li>• Stick to usual route</li> <li>• Text or call home to let parents know</li> </ul>
How can we stay confident when peers want to choose a riskier option?	<ul style="list-style-type: none"> <li>• Don't just "go with the crowd"</li> <li>• Speak up for and do what feels right for you</li> <li>• Be a leader</li> </ul>
What road safety rules or strategies apply here?	<ul style="list-style-type: none"> <li>• Be safe be seen</li> <li>• Cross a road in the most direct way</li> <li>• Give way to vehicles – they might not have seen you</li> <li>• Walk on footpaths or nature strips where possible.</li> <li>• If no footpath is available, walk on the side of the road where you'll face oncoming traffic as it helps you and other road users will see each other.</li> </ul>

## GROWING INDEPENDENCE – STUDENT TASKS

These activities build awareness of responsibility and safe decision-making:

Discussion prompt: “what does independence mean to you, and how might it affect your safety choices when walking, cycling, or taking public transport?”	pd4-10: explains how personal identity is influenced by factors including independence and responsibility
Activity: create a “my safe travel plan” to somewhere you might go. Include route choices and safety considerations  template provided	pd4-6 & pd4-7: promotes safe decision-making and community wellbeing
Reflection task: “think of a time you acted independently. Did you consider safety? What would you change next time?”	pd4-10: encourages personal reflection on identity and responsibility)

### EXTENSION ACTIVITIES

ON THE MOVE – Transport for NSW

#### What's the risk?

This activity will help students understand the range of factors that can influence people’s perceptions of levels of risk. It will also help them recognise high-risk road user behaviours and suggest strategies to reduce risks.





### My Safe Travel Plan

My Name: \_\_\_\_\_

Where I'm Going: \_\_\_\_\_

(e.g. friend's house, sports training, shopping centre)

How will I get there? (Tick all that apply)

Walk	Ride my bike	Catch public transport <input type="checkbox"/> Bus <input type="checkbox"/> Train <input type="checkbox"/> Light Rail <input type="checkbox"/> Ferry	Get a lift from an adult	Other:
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### My route (streets, stops, landmarks):

If you prefer to draw a map please use a fresh page

What time will I travel and how long will it take?

During the day?	After dark*?
Leave at	Arrive at:

<b>Before I leave</b> <input type="checkbox"/> Tell someone where I'm going <input type="checkbox"/> Take my phone (fully charged) <input type="checkbox"/> Pack what I need (e.g. Opal card, water, jacket) <input type="checkbox"/> Check the weather and transport updates	<b>*If I'm travelling after dark, I will:</b> <input type="checkbox"/> Wear bright or reflective clothing <input type="checkbox"/> Stick to footpaths and safe crossings <input type="checkbox"/> Stay in well-lit areas <input type="checkbox"/> Travel with a friend or adult
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## My Safety Plan

### Three things I'll do to stay safe:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If something changes...

### If my transport is cancelled or I get lost, I will:

## Getting Home

### How will I get home safely?

- Same way as I arrived
- Different route or transport: \_\_\_\_\_
- Picked up by: \_\_\_\_\_
- Other: \_\_\_\_\_

### Things I'll check before heading home:

- Time of last bus/train
- My phone has enough power for emergencies
- I've let someone know I'm on my way
- I feel safe and confident about the route

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### Emergency Numbers: e.g. mum, dad, nan, big sis....

Name:	Number:

## VIDEO TRANSCRIPT

Slide	Script
1. Contents	Hi I'm Deb and I work at the NRMA. Welcome to the Free Movers Course. This program will explore new technology in transportation and the laws around using them, helping you navigate growing road safety issues and support you as you start making journeys on your own. In this first Unit we will focus on Growing Independence.
2. Choosing the Safest Route	<i>Every trip is different, and the best way to stay safe is to plan it!</i>
3. Choosing your transport	How will you be travelling? Can you walk or ride, or do you need to jump on a bus, train, or even ferry? Did you know, if parents can even sign 13–17 year olds up for an Uber Teen Account?
4. Public Transport Tips	If you're using public transport, apps or websites can tell you the best time to leave and which way to go. An Opal or MyWay+ card can be a helpful way to ensure you have enough fare to get out and back home again in metropolitan areas.
5. Walking Safely	If you're walking, make sure you know your route—and think about safety. Are there footpaths? What kind of roads are you crossing? Always use crossings with lights when you can. If not, rely on what you've already learned: Stop, Look, Listen, Think.
6. Planning Your Way Home	Most people plan how to get somewhere but forget about the way back. The time of day can change everything. Is it now peak hour? Are there fewer buses on your route in the evening? Is it getting dark?
7. Staying Safe After Dark	In the evening, make sure you're visible, stick to well-lit paths, wear bright or reflective clothing, and wait at crossings until you're sure drivers have seen you. Riding home? Your bike needs front and back lights, plus reflectors
8. Be Prepared for the Unexpected	Plans can change; buses get delayed, you might miss your stop. Always tell someone where you are and keep them updated. If you don't have a phone or its battery is flat, use a Telstra payphone to make a free call, you'll need to keep important numbers written down just in case. Need help? Most people are kind—find a safe space and ask for directions. But remember, never go anywhere with someone you don't know.
9. Safe Places to be	If you are out on your own or with friends, safety is still rule number one. Look out for public signs that explain what's allowed, like places where you need to hop off and walk your bike. Rules help keep everyone safe, even if they seem annoying at first.
10. Bike Parking Etiquette	When parking your bike, choose somewhere safe and out of the way. If you have an e-bike? We know they're bigger and heavier and may not fit in regular racks, so find a spot that won't block footpaths and always lock it securely.
11. Student Scenario	Here's a student scenario "Kai and Ava are running late, Ava suggests a shortcut home down a narrow road with no footpaths and poor lighting. It's faster, but it's also busy with fast-moving traffic. Kai isn't sure... Should they risk it? Chat with a friend and answer the pop-up questions. On the next slide you will find some activities to work through in your class – Good Luck!

