

# POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

## VCAL curriculum alignment

<b>Personal Development Skills</b>	<b>Unit 2</b> Completion of one or more of the pre-visit activities in conjunction with a visit to <i>Road to Zero</i> and participation in the Learning Studio program along with the post-visit activity, <i>Road to Zero reflection</i> .  For senior students the activity would need to be extended by undertaking the post-visit activity, <i>Developing a public health advocacy campaign</i> .
<b>Literacy</b>	<b>Oral Communication</b> Learning Outcome 4 – Exploring Issues and Problem Solving  <b>Reading and Writing</b> Dependent on the asset developed

## Learning intention

**Understand that public health media campaigns involve a range of campaign assets using different media channels**

**Level of difficulty:** Easy, Moderate, Challenging

**Suggested modification for students with additional needs:** Complete the first page only (activities 1, 2 and 3).

## Success criteria

- Identify media channels suitable for use in a public health campaign
- Identify a media channel that would best support the video made at *Road to Zero*
- Produce a campaign asset that uses the identified media channel and supports the video made at *Road to Zero*

## Resources

<b>Student worksheet</b>	<b>Which media channels?</b>
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## Learning activity description

Media campaigns usually use a number of different media channels – such as TV, radio, social media, billboards, posters and brochures – to get across the message/s.

1. Students identify a range of media channels available for a public health campaign.
2. They then identify channels that would be most effective when used alongside their video as part of a comprehensive media campaign. They consider:
  - the target audience and where/how they would access the other channel/s
  - if there is a channel that would be most appropriate for the message.
3. Students then develop one other campaign asset for a channel other than video. The campaign asset should link to their video by presenting the same message and 'look'. Examples of campaign assets include postcards, blog posts, brochures, marketing collateral, apps, displays and promotional products.

The following worksheet supports the activity.

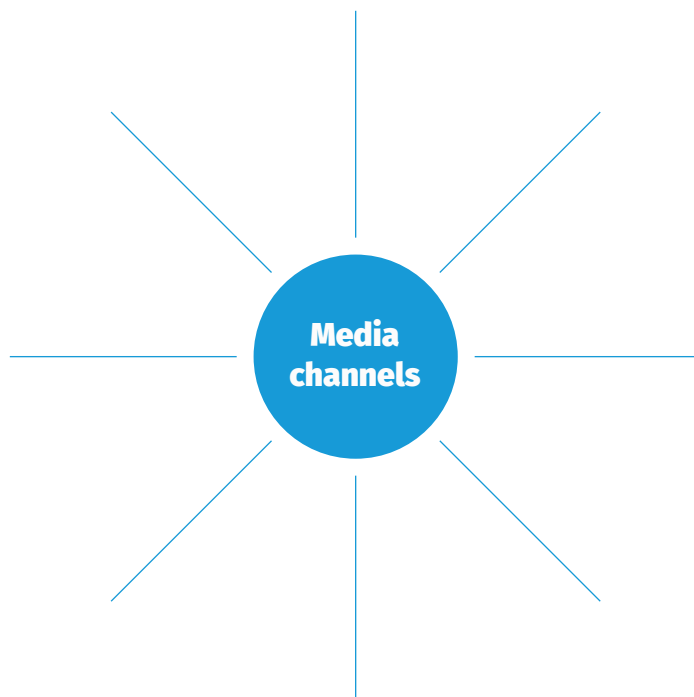
Name:

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## POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

Media campaigns usually use a number of different media channels, e.g. TV, radio, social media, billboards, posters and brochures.

1. Using the brainstorm chart below, write down the media channels that are suitable for a public health campaign. See how many different ones you can come up with. Add more lines to the brainstorm chart if you need to.
2. Identify channels that would be most effective when used alongside your video.  
Think about:
  - the target audience and where and how they would access these channels
  - whether there's a channel that's best for getting across your message.
3. On the brainstorm chart, circle the channels that would be the most effective for your audience and message.



**4. Out of the media channels you have circled (on the brainstorm chart), choose one and develop a campaign asset to go with your video.**

**The campaign asset should link to your video by presenting the same message and ‘look’.**

<p><b>What media channel did you chose?</b></p> <p><b>Why?</b></p>	<p><i>e.g. A post card because we can leave it in places such as shops that sell mobile phones and ...</i></p>
<p><b>What campaign asset will you make?</b></p> <p><b>Give a brief description.</b></p>	<p><i>e.g. The post card will have a photo taken from the video on the front and on the back ...</i></p>

**5. Now you need to develop the campaign asset.**