

RESOURCES TO SUPPORT THE ROAD TO ZERO PROGRAM:
GETTING THE MESSAGE, HEALTH AND PHYSICAL EDUCATION YEARS 9 & 10

Activity overview	Victorian Curriculum learning areas (Level 9 & 10)	Activity duration	Suggested use
<p>TAC road safety campaigns - ‘Then and Now’ Students compare an earlier TAC campaign with a more recent campaign and analyse the different approaches used.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>English</p> <ul style="list-style-type: none"> • Literacy <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social 	45 – 60 minutes	Pre-visit
<p>Analysing road safety campaigns Students watch an excerpt from the <i>Gruen Transfer</i> (where the panel analyses road safety ads) and a short video of a TAC representative talking about the TAC’s current approach. They identify the strategies used in the ads to influence people’s road safety behaviour, and explore whether they align with the TAC’s current approach.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>English</p> <ul style="list-style-type: none"> • Literacy <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social 	45 – 60 minutes	Pre-visit
<p>Road safety campaigns - targeting the message Students identify the target audience and key message of each of the road safety ads discussed by the <i>Gruen Transfer</i> panel. They then choose a road safety campaign to analyse in detail.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>English</p> <ul style="list-style-type: none"> • Literacy <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social 	45 – 60 minutes	Pre-visit
<p>The TAC’s Wipe Off 5 campaign case study Students read the TAC’s Wipe Off 5 campaign case study and construct a timeline of the work that was undertaken prior to the campaign. They also consider how the success of health campaigns can be measured.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>English</p> <ul style="list-style-type: none"> • Literacy <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social 	45 – 60 minutes	Pre or Post-visit

Activity overview	Victorian Curriculum learning areas (Level 9 & 10)	Activity duration	Suggested use
<p>Road to Zero reflection Students reflect on the road safety video they made during their Road to Zero incursion/excursion, and what they learnt.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social • Ethical 	45 – 60 minutes	Post-visit
<p>Which media channels? Students identify media channels suitable for use in a public health campaign; reflect on the best channel/s for their health campaign video and develop a campaign asset.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking 	1 – 2 classes	Post-visit
<p>Give your video the Gruen Transfer treatment Using the model of the <i>Gruen Transfer</i>, a ‘panel of experts’ (selected students) consider and comment on the student videos.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>English</p> <ul style="list-style-type: none"> • Literacy <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social • Ethical 	45 – 60 minutes	Post-visit
<p>Developing a public health advocacy campaign Drawing on learnings from Road to Zero, students identify a local road safety issue and then plan and conduct an advocacy campaign.</p>	<p>Health and Physical Education</p> <ul style="list-style-type: none"> • Personal, Social and Community Health <p>Capabilities</p> <ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social • Ethical 	Up to 1 term	Post-visit