ROAD TO ZERO

PRE-VISIT ACTIVITY:
ANALYSING ROAD SAFETY CAMPAIGNS

VCE Vocational Major curriculum alignment

This activity supports:

Personal Development Skills	**Unit 4 Outcome 1** See also the pre-visit activity: • The TAC's *Wipe Off 5* Campaign Case Study and the post-visit activity: • Developing a public health advocacy campaign.
Literacy	**Unit 2 Outcome 1** See also the pre-visit activity: • Road safety campaigns – targeting the message and the post-visit activity: • Give your video, the *Gruen Transfer* treatment.

Learning intention

Understand that different strategies are used to communicate public health messages and that these messages may change over time.

Success criteria

- Identify the audience and purpose of public health advertisements about road safety
- Analyse strategies used in road safety advertisements to identify if the strategies align with changed health goals
- Use knowledge of strategies to identify how an old campaign advertisement could can be modified to align with current goals and thinking

Resources

Video	***Gruen Transfer* segment analysing road safety advertisements and the TAC's campaign approach:** www.roadtozero.vic.gov.au/video **Interview with the TAC representative about how the organisation has changed its approach to road safety advertising:** www.roadtozero.vic.gov.au/video **The TAC's 'Then and Now' advertisement:** www.roadtozero.vic.gov.au/video
Student worksheet	**Analysing road safety campaigns**

Information Sheet	The TAC's 'Then and Now' advertisement

Learning activity description

The following activity may be undertaken by students individually, in pairs or groups. Facilitate discussion around each part of the activity.

1. Students watch the segment from the *Gruen Transfer* episode where the panel analyses road safety advertisements (**www.roadtozero.vic.gov.au/video**). This episode was made in 2008 and since then the TAC has changed its approach to road safety campaigns and moved away from the use of shock tactics.
2. Using the worksheet, students write down: the audience and purpose of the advertisements shown by the *Gruen Transfer*. They then write down the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely near roads. You may like to do the first advertisement as a whole class to model what is required.
3. Discuss, as a class, the values and opinions of the *Gruen Transfer* panel members and if, and how, these differ.
4. Students then watch two short videos. In the first a TAC representative explains the organisation's current approach to road safety campaigns and why they have moved away from the use of shock tactics (**www.roadtozero.vic.gov.au/video**). The second video, 'Then and Now' uses a split screen to show the two contrasting approaches to road safety campaigns:
    - on the left side of the screen is the original (1994) TAC advertisement. The driver of a Kombi falls asleep at the wheel, causing the vehicle to cross the centre of the road and hit a truck, killing the driver and his partner.
    - on the right side of the screen is a (2015) remake of the Kombi advertisement incorporating newer vehicle safety technology and road treatments. It shows a young couple driving a five-star safety rated car that has a fatigue warning system. The road has also been fitted with a centreline wire rope barrier and tactile edge lines (that make a noise when you drive on them). When the driver starts to fall asleep, the car's fatigue warning system and the tactile edge lines wake him. They then pull over and swap drivers.
5. Using the worksheet, students decide whether the ads shown on *Gruen Transfer* fit the current TAC approach. They then choose one of the ads that **doesn't** align with the TAC's current approach and explain why it doesn't align with the new approach.
6. Students brainstorm how the advertisement could be changed so that it does align with the current approach and how the advertisement could be changed to meet the TAC's current approach. They may like to watch the 'Then and Now' ad again to help with this. The Information Sheet The TAC's 'Then and Now' advertisement will also assist them with this activity.

VCE Vocational Major student worksheet

ROAD TO ZERO

Name:

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1. Watch the video showing the *Gruen Transfer* panel analysing road safety advertisements (www.roadtozero.vic.gov.au/video).
2. Decide who is the audience for each ad and the purpose of each.
3. Write down the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely on or near roads.
4. Discuss the opinions of the *Gruen Transfer* panel members. Do they differ?
5. Watch two short videos:
   - a TAC representative explains the organisation's current approach to road safety campaigns (www.roadtozero.vic.gov.au/video) and why it has changed.
   - the 'Then and Now' video uses a split screen to show TAC's old and new approach to road safety. The old approach is shown in the screen on the left.
6. Decide whether the strategies used in the ads shown on *Gruen Transfer* fit the current TAC approach.

Campaign advertisement	Audience	Purpose of the advertisement	Strategies identified by the *Gruen Transfer* panel	Fit with the current TAC approach?
Donald Bradman with the children playing in the street				Y / N
Tired driver driving into the truck				Y / N
Poster put on windscreens of cars in schools				Y / N
Real people with photos of family members who died in a car crash				Y / N
Chopper Read explains what happened to him in prison				Y / N

7. Choose an advertisement shown on the *Gruen Transfer* clip that you **don't** think aligns with the TAC's current approach to road safety advertising.

   Name of the campaign advertisement:

8. Explain why doesn't it fit with the current TAC approach?

9. Provide an outline of how the advertisement could be changed to meet the TAC's current approach.

THE TAC'S 'THEN AND NOW' ADVERTISEMENT

The Transport Accident Commission (TAC) has changed how they communicate with the public about road safety. They have moved from showing drivers drink driving and involved in fatal crashes. The new approach acknowledges that people make mistakes, and when those mistakes happen on our roads, we come off second best because our bodies aren't designed to absorb high impact speeds. To protect us in a crash, we need safer roads, safer people, safer speeds and safer vehicles.

Safe roads – Roads must be designed to both prevent crashes and, in the event of a crash, reduce the severity and minimise the risk of injury.

Features of safe roads include: separate lanes for cyclists; raised crossings for pedestrians; road treatments that calm (slow) traffic in busy areas such as shopping strips (e.g. roundabouts); flexible safety barriers to prevent cars from running off the road or into oncoming traffic; surfaces that provide motorists with an audible warning that their vehicle is straying from their travel lane.

Safe people – Road safety is a shared responsibility. Everyone (drivers, pedestrians, passengers, cyclists and motorcyclists) can play an important role in helping reduce road trauma. Fatalities and serious injuries shouldn't be seen as inevitable consequences of making mistakes on our roads.

Safe speeds – This is the travel speed that is appropriate for the conditions (for the state of the road), amount of traffic, number and type of other road users as well as the weather. Speed limits indicate the safe speed for that road in normal weather conditions, but if the weather or light is poor, then drivers should reduce their speed to be safer.

Safe vehicles – Vehicle safety has improved over time. Vehicles are getting better at helping to avoid a crash and protecting drivers and passengers in crashes. Vehicle crumple zones, stronger compartments, airbags, electronic stability control (ESC), lane assist, auto emergency braking (AEB) and fatigue warning systems are examples of what can make vehicles safer. If everybody upgraded their vehicle to the safest in its class, road trauma would drop by a third.

In the original (1994) advertisement, a young couple drive through the night to reach their weekend getaway in their Kombi van. As the sun comes up, they're driving along an untreated rural road. The driver is so drowsy from the long night that he falls asleep at the wheel and veers the Kombi into a truck, killing himself and his partner.

In the new advertisement, the screen is split, showing the original advertisement on one side and the (2015) remake of the scenario on the other. Rather than a Kombi, the young couple is driving a five-star safety-rated Volkswagen Tiguan, which has a fatigue warning system. The road has also been fitted with a centreline wire rope safety barrier and tactile edge lines (that causes the car to make a noise when you drive on them). The tired driver is alerted that he is moving out of his lane and pulls over, so they can swap drivers. While the roads depicted in both scenarios are still 100km/h, we now have improved infrastructure, such as barriers that can prevent run-off road and head-on crashes. The advertisement shows how a combination of safer roads, vehicles, speeds and people can prevent a fatal mistake.

The comparison of then and now shows how much has changed in 21 years; we've come a long way in stopping crashes like this happening today by having:

- safer vehicles with technologies like fatigue-alerts
- safer roads with tactile edge lines and barriers
- more appropriate speeds
- people understanding how to keep safe on the roads.

Such factors have all contributed to a reduction of deaths and serious injuries on our roads.

People should not die or be seriously injured on the roads because they made a mistake and that is why a safer road system consisting of safe roads, vehicles, speeds and people is needed.

With **250 people losing their lives** and around **6,500 people being seriously injured each year**, there is plenty more we can do.