

# POST-VISIT ACTIVITY: GIVE YOUR VIDEO THE *GRUEN TRANSFER* TREATMENT

## 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> Learning Outcome 8 – Reading for Public Debate

## Learning intention

Evaluate student videos in terms of strategies used to communicate a public health message

## Success criteria

- Analyse strategies used in the videos to identify if the strategies align with the TAC's current approach
- Identify the appropriateness of the video for the target audience

## Resources

<b>Video</b>	<i>Gruen Transfer</i> segment analysing road safety advertisements and the TAC's campaign approach: <a href="http://www.roadtozero.vic.gov.au/video">www.roadtozero.vic.gov.au/video</a>
<b>Student worksheet</b>	Give your video the <i>Gruen Transfer</i> treatment

## Learning activity description

This activity follows directly from the visit to *Road to Zero*.

1. If they haven't already done so, students watch the *Gruen Transfer* segment in which advertising industry experts talk about different road safety campaigns. Students may also like to watch an additional video to learn about the TAC's current approach to road safety advertising. Both videos are available at: [www.roadtozero.vic.gov.au/video](http://www.roadtozero.vic.gov.au/video).
2. Students select five classmates to form a *Gruen Transfer* type panel. One person is to act as the host and the others as advertising experts. Other students are the audience. Students may like to take turns to be on the *Gruen Transfer* panel and to be the host.
3. Using the model of *Gruen Transfer*, the panel consider and comment on the student videos. They should consider:
  - values/beliefs underpinning the campaign/advertisement, e.g. is the video in line with the TAC's current approach?
  - the main strategy used to deliver the key message
  - sound design (music, sound effects, silence)
  - storytelling (choice of characters, logical, innovative)
  - shot (video) selection
  - the slogan and/or other text
  - how appropriate the advertisement is for the target audience.

The following worksheet supports this activity. The worksheet is for the students taking on the role of *Gruen Transfer* panel members. You might like to suggest that each panel member looks for something different in each of the videos.

The students who are acting as audience members could also complete the worksheet and use the points noted to ask questions of the panel and/or video creators.

Name:

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## *Gruen Transfer* panel recording sheet

<p><b>Values/beliefs underpinning the video</b> (e.g. is the video in line with the current TAC approach?)</p>	
<p><b>Main strategy used to deliver the key message</b></p>	
<p><b>Sound design</b> (music, sound effects, silence)</p>	
<p><b>Storytelling</b> (choice of characters, logical storyline, innovative)</p>	
<p><b>Shot (video) selection</b></p>	
<p><b>The slogan and/or other text</b></p>	
<p><b>How appropriate for the target audience</b></p>	