

PRE-VISIT ACTIVITY: ANALYSING ROAD SAFETY CAMPAIGNS

Learning context

Health classes

English classes

Victorian curriculum learning areas and level

Health and Physical Education **Level 9–10**

English **Level 9–10**

Capabilities **Level 9–10**

- Critical and Creative Thinking
- Personal and Social

Victorian curriculum strands and sub-strands

Health and Physical Education	Personal, Social and Community Health <i>Contributing to healthy and active communities</i> <ul style="list-style-type: none"> • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) <i>Communicating and interacting for health and wellbeing</i> <ul style="list-style-type: none"> • Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)
English	Literacy <i>Texts in context</i> <ul style="list-style-type: none"> • Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (VCELY466) <i>Interpreting, analysing, evaluating</i> <ul style="list-style-type: none"> • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)
Capabilities	Critical and Creative Thinking <i>Questions and Possibilities</i> <ul style="list-style-type: none"> • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044) • Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)

Capabilities	Personal and Social <i>Social Awareness and Management</i> <ul style="list-style-type: none"> Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCS0047)
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Learning intention

Understand different strategies used to communicate health messages

Success criteria

- Analyse strategies used in media campaigns advertisements to identify if the strategies align with a broader approach to achieving community health goals
- Use knowledge of strategies and broad health goals to identify how an old health campaign advertisement can be modified to align with current community health goals and thinking

Resources

Video	<i>Gruen Transfer</i> segment analysing road safety advertisements and the TAC's campaign approach: http://www.roadtozero.vic.gov.au/video The TAC's 'Now and Then' advertisement: http://www.roadtozero.vic.gov.au/video
Student Worksheet	Analysing Road Safety Campaigns

Learning activity description

- Students watch the segment from the *Gruen Transfer* episode where the panel analyses road safety advertisements (<http://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.
- Using the worksheet, students write down: the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely near roads; and if the strategies fit the current TAC approach, including explanation of why it does or doesn't. Students may prefer to do this activity in a group.
- Students should choose one of the advertisements they think doesn't align with the TAC's current approach and brainstorm how the ad could be changed so it does align with the current approach.

Remind students of the TAC's 'Now and Then' advertisement and how the old campaign advertisement was remade to align with the current approach. If students haven't already seen the video, they can view it at <http://www.roadtozero.vic.gov.au/video>

For more information about Towards Zero, students can read the information that can be found at <https://www.towardszero.vic.gov.au/news/articles/towards-zero-what-next>

Students share their ideas with others.

Name:

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1. Watch:

- the video showing the *Gruen Transfer* panel analysing road safety advertisements (<http://www.roadtozero.vic.gov.au/video>)

2. Write down the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely on or near roads and whether the strategies fit the current TAC approach, including explanation of why it does or doesn't.

You may prefer to do this activity in a group.

Campaign advertisement	Strategies identified by the <i>Gruen Transfer</i> panel	Fit with the current TAC approach?	Why it does or doesn't 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	

3. 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:

4. Brainstorm how the advertisement could be changed so that it meets the TAC's current approach to road safety campaigns.

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