

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

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
- Ethical

Victorian curriculum strands and sub-strands

Health and Physical Education	<p>Personal, Social and Community Health</p> <p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149) <p><i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> • Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)
English	<p>Literacy</p> <p><i>Interpreting, analysing, evaluating</i></p> <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	<p>Critical and Creative Thinking</p> <p><i>Questions and Possibilities</i></p> <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) <p>Personal and Social</p> <p><i>Social Awareness and Management</i></p> <ul style="list-style-type: none"> • Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCS0047)

Capabilities	<p>Ethical</p> <p><i>Decision-making and Actions</i></p> <ul style="list-style-type: none"> Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022)
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Learning intention

Evaluate student videos in terms of strategies used to communicate a 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

Video	Gruen Transfer segment analysing road safety advertisements and the TAC's campaign approach: http://www.roadtozero.vic.gov.au/video
Student Worksheet	Give your video the Gruen Transfer Treatment

Learning activity description

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

- If they haven't already done so, students watch the *Gruen Transfer* segment in which experienced people involved in the advertising industry talk about different road safety campaigns (<http://www.roadtozero.vic.gov.au/video>).
- 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.
- 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 current TAC 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:

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

Gruen Transfer panel recording sheet

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