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

Learning context

Health classes

English classes

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

- Short lesson (one class)
 1. Screen a selection of the videos the students made at *Road to Zero*.
 2. Students complete the panel recording sheet for each video. (Refer modified student worksheet on page 2).
 3. At the end of the session, invite students to vote on their favourite video by adding a gold 'star' on the panel recording sheet.
 4. You could play on the theme by naming this activity the *Logies*, *Oscars* or *Golden Globes*. You could even have categories such as 'Best Director', 'Best Music', 'Best Slogan' and 'Most Effective Road Safety Message.'
- Longer lesson (two classes)
 1. Watch the *Gruen Transfer* video twice OR arrange for students to watch only the ads featured in the *Gruen Transfer* footage and lead discussion between each ad.
 2. Make signs for the host, advertising experts on the panel and audience members and allocate roles to students.
 3. Using the model of the *Gruen Transfer*, the panel consider and comment on a selection of student videos, using the panel recording sheet. (Refer modified student worksheet on page 2).

A modified student worksheet (page 2) has been developed to cater for students with additional needs.

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	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>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) 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 (VCPCSO047)
Capabilities	Ethical <i>Decision-making and Actions</i> <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)

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	<i>Gruen Transfer</i> segment analysing road safety advertisements and the TAC's campaign approach: http://www.roadtozero.vic.gov.au/video
Student Worksheet	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 experienced people involved in the advertising industry talk about different road safety campaigns (<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 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	

Name of team members who created the ad:

POST-VISIT ACTIVITY: PANEL RECORDING SHEET

Main messages What is the ad trying to say? Are the messages clear?	
Sound Did the group make good choices about music and sound effects?	
Storytelling Is it a good story? Does it make sense? Is it interesting? Did you want to keep watching?	
Shot (video) selection Did the group choose the most appropriate footage?	
Slogan What was the group's slogan? Was it an effective slogan?	
Audience Did the ad suit the target audience? Would it persuade you to change your behaviour?	