

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

Learning context

Health classes

English classes

Victorian curriculum learning areas and level

Health and Physical Education **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>Health and Physical Education</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)
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 (VCPCSC0047) <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)

Learning intention

To build on awareness of road safety messages and understand how groups/teams can work better to achieve goals

Success criteria

- Identify what was learned from making the video during their visit to *Road to Zero* in terms of:
 - The process of making a video
 - The road safety message
 - Working cooperatively in a group/team
- Explain how the video could have been improved to improve communication of the key message/s
- Identify and reflect on factors that influence group/team behaviour including own behaviour

Resources

Student Worksheet	Reflection
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Learning activity description

This activity follows directly from the visit to *Road to Zero*. Through the activity, students have the opportunity to reflect on: their video (final product); the choices they made when making the road safety video, including their messaging; and how they worked together in a team.

The following worksheet is divided into three sections, each focusing on a different aspect of reflection: their video; messaging and working together.

The activity could be undertaken in small groups of students who worked together on producing their video and/or individually.

Name:

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1. Your video

Think about the video that your group made during the visit to *Road to Zero* and talk to other group members, then answer the following questions.

Reflection questions	Your reflection
<p>In your video, what information do you think was the most persuasive?</p> <p>Why?</p>	
<p>What would you change if you had a chance to rework the video?</p> <p>Remember the purpose of the video was to get across your key message.</p>	
<p>What was the most important thing that you learned about making videos?</p>	

2. Messaging

Now think about the main message in your video and what you learned. Talk to other group members, then answer the following questions.

Reflection questions	Your reflection
<p>What was the most important thing that you learned about the topic you made the video on?</p>	
<p>What was the main message you were trying to get across in the video?</p>	

3. Working together

Finally, think about how you and your group worked together. Talk to other members of your group, then answer the following questions.

Reflection questions	Your reflection
<p>Did you allocate different roles to different people in your group?</p> <p>How did you do this?</p>	
<p>Did you have any arguments or conflict amongst your group?</p> <p>How did you resolve it?</p>	

Reflection questions	Your reflection
<p>Did people in your group have different ideas about what you should include or look like?</p> <p>How did your group deal with this?</p>	
<p>What influenced how your group worked together?</p>	
<p>Overall, how effective was your group in making the video?</p>	
<p>What was your role in the group?</p> <p>How could you have helped the group to work together better?</p>	
<p>What was the most important thing that you learned about team work while making the video?</p>	