

PRE-VISIT ACTIVITY: TAC ROAD SAFETY CAMPAIGNS – ‘THEN AND NOW’

Learning context

Health classes
English classes

Level of difficulty:

Easy, Moderate, Challenging

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
- Ethical

Suggested modification for students with additional needs:

A modified student worksheet (refer page 3–4) has been developed to cater for students with additional needs.

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 (VCPCSO047)

Learning intention

Understand how and why strategies used to communicate a health message change over time

Success criteria

- Identify key messages of two similar public health campaigns produced now and in the past
- Identify and critique strategies used at different times in public health media campaigns to communicate a health message
- Identify how health advertising campaigns align with broader approaches to achieving community health goals

Resources

Video	The TAC's 'Then and Now' advertisement http://www.roadtozero.vic.gov.au/video
Website	https://www.towardszero.vic.gov.au
Student worksheet	TAC road safety campaigns – 'Then and Now'
Information sheet	The TAC's 'Then and Now' advertisement

Learning activity description

1. As a class, brainstorm what the terms 'safe roads', 'safe people', 'safe speeds' and 'safe vehicles' mean.

Safe roads – Roads must be designed to both prevent crashes and, in the event of a crash, reduce the severity and minimise the risk of injury.

Features of safe roads:

- Separate lanes for cyclists.
- Raised crossings for pedestrians.
- Traffic calming in busy areas such as shopping strips. This includes roundabouts.
- Flexible safety barriers prevent cars from running off the road or into oncoming traffic. The barriers absorb much of the force in a collision, reducing the impact to the human body and allowing the vehicle to come to a gradual standstill.
- Tactile surfaces are raised or grooved patterns along a road, to provide motorists with an audible warning that their vehicle is straying from their travel lane.
- Sealed shoulders - when a vehicle leaves the road, especially at high speeds, stopping and/ or steering back into the traffic lane is easier if the tyres are able to grip to a sealed shoulder, rather than trying to find traction on loose gravel.

Safe people – Road safety is a shared responsibility. Everyone (drivers, pedestrians, passengers, cyclists and motor cyclists) can play an important role in helping reduce road trauma. Fatalities and serious injuries shouldn't be seen as inevitable consequences of making mistakes on our roads.

Safe speeds – This is the travel speed that is appropriate for the conditions – for the state of the road, amount of traffic, number and type of other road users as well as the weather. Speed limits indicate the safe speed for that road in normal weather conditions, but if the weather or light is poor, then drivers should reduce their speed to be safer.

Safe vehicles – Vehicle safety has improved over time. Vehicles are getting better at helping to avoid a crash and protecting drivers and passengers in crashes. Vehicle crumple zones, stronger compartments, airbags, electronic stability control (ESC), lane assist, auto emergency braking (AEB) and fatigue warning systems are examples of what can make vehicles safer. If everybody upgraded their vehicle to the safest in its class, road trauma would drop by a third.

2. Students watch the TAC's 'Then and Now' advertisement (<http://www.roadtozero.vic.gov.au/video>).

The advertisement uses a split screen to show two contrasting approaches to road safety campaigns:

- on the left side of the screen is the original (1994) TAC advertisement during which the driver of a Kombi falls asleep at the wheel, causing the vehicle to cross the centre of the road and into a truck, killing the driver and his partner in the front passenger seat.
- on the right side of the screen is a (2015) remake of the Kombi advertisement incorporating newer vehicle safety technology and road treatments. It shows a young couple driving a five-star safety rated car that has a fatigue warning system. The road has also been fitted with a centreline wire rope barrier and tactile edge-lines (that make a noise when you drive on them). When the driver starts to fall asleep, the car's fatigue warning system and the tactile edge lines wake him. They then pull over and swap drivers.

3. Facilitate discussion around the following questions. Students can use the following worksheet to record their responses to the discussion.

- What is the key message/s in each advertisement?
- What is the purpose of putting the two advertisements side by side?
- What are the different approaches used in the two advertisements in relation to *Towards Zero*?

Towards Zero acknowledges that people make mistakes, and when those mistakes happen on our roads, we come off second best because our bodies aren't designed to absorb high impact speeds. To protect us in a crash, we need safer roads, safer people, safer speeds and safer vehicles. To find out more about *Towards Zero* go to <https://www.towardszero.vic.gov.au>

4. To further understand TAC's current approach, students should do one (or both) of the following:

- read the information and watch the videos under 'Towards Zero – What next?' that can be found at <https://www.towardszero.vic.gov.au/news/articles/towards-zero-what-next>
- read the 'The TAC's 'Then and Now' advertisement' information sheet.

Ask students to discuss the TAC's current approach to road safety and road safety campaigns. This approach is based on *Towards Zero*.

Thinking of the TAC's 'Then and Now' advertisement, ask students, 'How does the new advertisement fit with *Towards Zero*?' Their response can be recorded on the following worksheet.

Name:

PRE-VISIT ACTIVITY: TAC ROAD SAFETY CAMPAIGNS – ‘THEN AND NOW’

1. Watch the TAC’s ‘Then and Now’ advertisement. You can find it at

<http://www.roadtozero.vic.gov.au/video>

2. What is the key message in each of the advertisements?

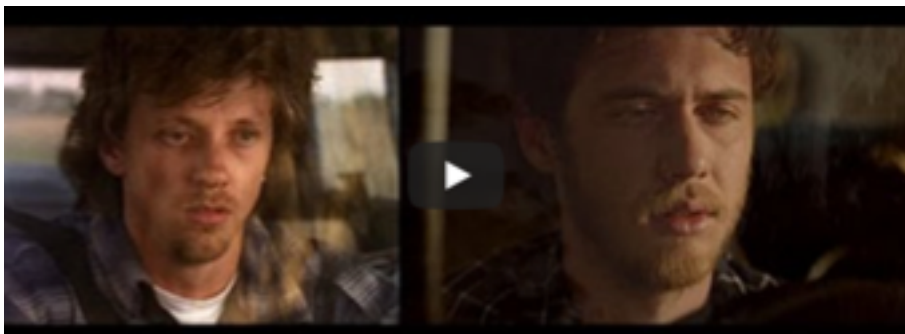
Campaign advertisement	Key message/s
Old Kombi advertisement	
Remade/new version of advertisement	

3. What do you think is the purpose of putting the two advertisements side by side?



4. What are the different approaches used in the advertisements in relation to *Towards Zero*.

	Old Kombi advertisement	Remade/new version
Safety of car		
Safety of roads		
Driver attitude		
Driver speed		



5. How does the new advertisement fit with *Towards Zero*?

Name:

PRE-VISIT ACTIVITY: TAC ROAD SAFETY CAMPAIGNS – ‘THEN AND NOW’

1. Watch the TAC’s ‘Then and Now’ advertisement a few times. You can find it at

<http://www.roadtozero.vic.gov.au/video>

2. What is the main message of this advertisement? What is it trying to say?

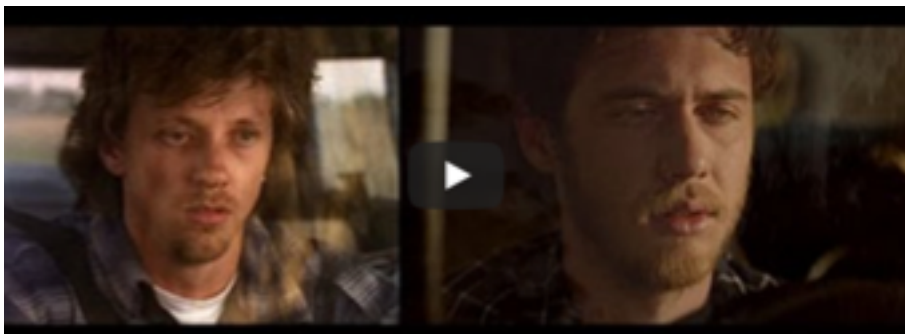
Campaign advertisement	Key message/s
Old Kombi advertisement	
Remade/new version of advertisement	

3. Why do you think the advertisements were put side by side?



4. What are the main differences between the advertisements?

	Old Kombi advertisement	Remade/new version
Safety of car		
Safety of roads		
Attitude of driver		
Speed driver is going		



INFORMATION SHEET: THE TAC'S 'THEN AND NOW' ADVERTISEMENT



In the original (1994) advertisement, a young couple drive through the night to reach their weekend getaway in their Kombi van. As the sun comes up, they're driving along an untreated rural road. The driver is so drowsy from the long night that he falls asleep at the wheel and veers the Kombi into a truck, killing himself and his partner.

In the new advertisement, the screen is split, showing the original advertisement on one side and the (2015) remake of the scenario on the other. Rather than a Kombi, the young couple is driving a five-star safety-rated Volkswagen Tiguan, which has a fatigue warning system. The road has also been fitted with a centreline wire rope safety barrier and tactile edge lines (that causes the car to make a noise when you drive on them). The tired driver is alerted that he is moving out of his lane and pulls over, so they can swap drivers. While the roads depicted in both scenarios are still 100km/h, we now have improved infrastructure, such as barriers that can prevent run-off road and head-on crashes. The advertisement shows how a combination of safer roads, vehicles, speeds and people can prevent a fatal mistake.

The comparison of then and now shows how much has changed in 21 years; we've come a long way in stopping crashes like this happening today by having:

- safer vehicles with technologies like fatigue alerts
- safer roads with tactile edge lines and barriers
- more appropriate speeds
- a better community understanding of how to keep safe on the roads.

Such factors have all contributed to a reduction of deaths and serious injuries on our roads.

How people behave on the road still matters. The *Towards Zero* approach involves safe roads, vehicles, speeds and people. We can put in place safer roads, cars and speeds, but we still need people to share the responsibility for keeping the roads safe and comply with the rules for the road system to work to its optimum.

One of the key principles of the *Towards Zero* approach is that people make mistakes, despite their best intentions. Most people try to do the right thing on the roads, but even when we don't deliberately take risks such as drink-driving or speeding, mistakes can still happen. Everyone makes mistakes – even people who consider themselves to be good and safe drivers – and sometimes they can result in death or serious injury.

People should not die or be seriously injured on the roads because they made a mistake and that is why a safer road system consisting of safe roads, vehicles, speeds and people is needed.

With **250 people losing their lives** and around **6,500 people being seriously injured each year**, there is plenty more we can do.