

PRE-VISIT ACTIVITY: THE TAC'S WIPE OFF 5 CAMPAIGN CASE STUDY

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
- Ethical

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

- Activity 1 – Watch the ‘Wipe Off 5’ advertisement only
- Activity 2 – Complete activity two only.

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>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

Understand how health campaigns are developed

Success criteria

- Identify the steps in creating a health campaign
- Identify media channels used to communicate messages in an older health campaign and decide if the same media would be appropriate for use today
- Identify media channels appropriate for use today for a health campaign
- Explain how the effectiveness of a health campaign could be evaluated

Resources

Video	The TAC's 'Slo Mo' <i>Wipe Off 5</i> advertisement: http://www.roadtozero.vic.gov.au/video
Student worksheet	The TAC's <i>Wipe Off 5</i> campaign case study
Information sheet	The TAC's <i>Wipe Off 5</i> campaign case study Speed matters

Learning activity description

1. Ask students to read the information sheet titled 'The TAC's *Wipe Off 5* campaign case study' which describes the TAC's *Wipe Off 5* road safety campaign.
To better understand the impact of speed, students may like to:
 - watch the *Wipe Off 5* advertisement (<http://www.roadtozero.vic.gov.au/video>) in which Professor Ian Johnston of the Monash University Accident Research Centre (MUARC) shows the impact of low level speeding. The advertisement demonstrates what happens when two cars – one travelling at 60km/h and the other at 65km/h – have to unexpectedly brake
 - read the information sheet titled 'Speed matters'.
2. To summarise the content of the information sheet titled 'The TAC's *Wipe Off 5* campaign case study', ask students to construct a timeline of the work that happened before, during and after the campaign. The timeline should have the order of events and a very brief description of what happened.
3. Working in small groups, students then consider the media used for the campaign, if it would still be appropriate and why (and if not, what media would be appropriate)? Students will need to think about the target audience and key message.
4. Finally, students consider how the success of public health campaigns can be measured.

The following student worksheet supports the activities outlined above.

Name:

PRE-VISIT ACTIVITY: THE TAC'S *WIPE OFF 5* CAMPAIGN CASE STUDY



1. Read the information sheet 'TAC's *Wipe Off 5* campaign case study' which describes the TAC's original *Wipe Off 5* road safety campaign.

If you would like to understand more about the impact of speed, you may like to:

- watch the *Wipe Off 5* advertisement (<http://www.roadtozero.vic.gov.au/video>) in which Professor Ian Johnston of the Monash University Accident Research Centre (MUARC) shows the impact of low level speeding. The advertisement demonstrates what happens when two cars – one travelling at 60km/h and the other at 65km/h – have to unexpectedly brake
- read the information sheet titled 'Speed matters'.

2. Using the content of the information sheet, 'The TAC's *Wipe Off 5* campaign case study,' construct a timeline of the work that happened before, during and after the TAC's *Wipe Off 5* campaign. Include a brief description of what happened.

What happened	Brief description

3. In the table below, answer the following questions:

- What media and other promotions were used in the *Wipe Off 5* campaign?
- Would this media be appropriate now?
- Why?

Media and other promotion (e.g. AFL match) used for the first <i>Wipe Off 5</i> campaign	Would this be appropriate today?	Why?



4. Brainstorm what media and other promotions would be best to use today to support the *Wipe Off 5* campaign. Think about the audience for the advertisement and key message. How will that influence the media and promotions used?

Media and other promotions to use today	Why?

5. How would you evaluate the effectiveness of a campaign which used the media and promotions that you listed in your answer to question 4 (above), i.e. those that you think would be suitable to use today?

INFORMATION SHEET: THE TAC'S WIPE OFF 5 CAMPAIGN CASE STUDY

Wipe Off 5 was a TAC campaign in the early 2000s. The TAC communicated that if every Victorian driver reduced their speed by 5 km/h, then some 95 lives would be saved and 1,300 serious injuries prevented in a year.

Campaign purpose

- To convince drivers a drop of 5km/h reduces the risk of a crash
- To dispel the myth that it's OK to go a little over the speed limit.

The ultimate aim of the campaign was to convince the community that speeding is as anti-social and dangerous as driving with an illegal blood alcohol content.

Drivers' attitudes to speed

Before the campaign, a study was conducted that confirmed that 'low level' speeding was typical amongst drivers of all age groups.

The TAC believed that if many crashes were to be prevented, the attitude to speeding of all Victorian drivers needed to change. Drivers needed to be convinced that reducing their speed by 5 km/h would result in fewer crashes.

Part of a broader program

An advertising campaign was to be part of a broader longer term program which included:

- reduced speed limit on local streets throughout Victoria from 60 km/h to 50 km/h
- more intensive Police enforcement of speed limits supported by higher penalties, i.e. fines and licence demerit points.

Development of creative advertising concepts

During the campaign planning phase, a wide range of creative advertising concepts were developed and considered, including:

- presentations highlighting deaths and serious injuries as direct consequences of speeding

- showing typical examples of risks encountered when speeding in 60 km/h and 80 km/h zones and highlighting the real difference a small change in speed can make
- computer reconstruction of a crash scene identifying the role of speed in causing the crash and how a reduced speed would have prevented a fatality
- emphasising that travelling just 5 km/h over the 60 km/h limit doubles the risk of a crash.

Testing of the concepts with focus groups

Several of the preferred concepts were tested with focus groups. This enabled weak ideas to be discarded and the more effective ones to be further developed.

These discussions found that the idea that drivers should 'expect the unexpected' might influence drivers. It gave a convincing reason as to why a relatively small reduction in speed was worthwhile.



Production and testing of advertisements

Scripts were prepared for the basis of two series of advertisements featuring:

- the idea that lowering the speed by 5 km/h can determine whether a driver stops safely or is involved in a crash
- the theme that increased Police enforcement would increase the chance of drivers going few km/h over the speed limit being caught and penalised for speeding.

Both series of advertisements were tested on focus groups and further refinements were made.

Selection of media for the campaign

The key messages of the campaign needed to reach a broad audience and television was selected as the main medium for the *Wipe Off 5* campaign, supported by radio and billboards.

Campaign launch

A campaign launch can promote a campaign as the launch is often covered as news or important current events in all the major media. To gain the most benefit from this, the two phases of the *Wipe Off 5* campaign were launched separately. The first phase focused on the advertising campaign, the second on Police enforcement.

Other promotional activities

There were a number of other promotional activities to support *Wipe Off 5*. These included:

- posters and stickers distributed at BP service stations
- banners used by several local councils in busy local streets
- 'Wipe Off 5 week' with a daily feature article in the *Herald Sun*
- major promotion by Collingwood Football Club in conjunction with the 'blockbuster' match against Essendon at the MCG, including an on-field promotion at half time
- in the lead up to the match, a media event was held during 'Wipe Off 5 week' involving the Collingwood and Essendon Football Club captains (who both wore number five for their respective teams) taking part in a photo where the fives on the back of their guernseys were 'wiped off'
- 10 second radio advertisements featuring Collingwood Football Club players
- range of *Wipe Off 5* merchandise for distribution to media outlets.



Evaluation

The effectiveness of the campaign was measured by telephone surveys to gauge public awareness of, and response to, the advertisements. In addition, driver speeds on the road were monitored at specified sites. Police data relating to speeding was used as was speed crash data.

The evaluation found there were fewer drivers who admitted to speeding and drivers thought they had a greater chance of being caught for speeding.

INFORMATION SHEET: SPEED MATTERS

Humans are vulnerable

Thanks to evolution we can survive hitting a tree while running at full pace, but we haven't evolved to withstand vehicle crashes where the speeds are faster, the forces greater and the damage to our body far more extreme.

The human body is fragile! This is especially true for vulnerable road users such as pedestrians, motorcyclists and bicycle riders and especially children and older people.

Your chances of losing your life are increased at the speeds listed in each of the types of collisions shown below.

Not only can pedestrians be killed or seriously injured if they are hit by a vehicle travelling at anything over 30 km/h, so too can cyclists and motorcyclists.



30KM PER HOUR
Side-impact with tree



30KM PER HOUR
Impact with pedestrian



50KM PER HOUR
Side-impact



70KM PER HOUR
Head-on

The link between speed and crashes

The faster a vehicle travels the more difficult it is to avoid a crash and the greater the impact if a crash occurs.

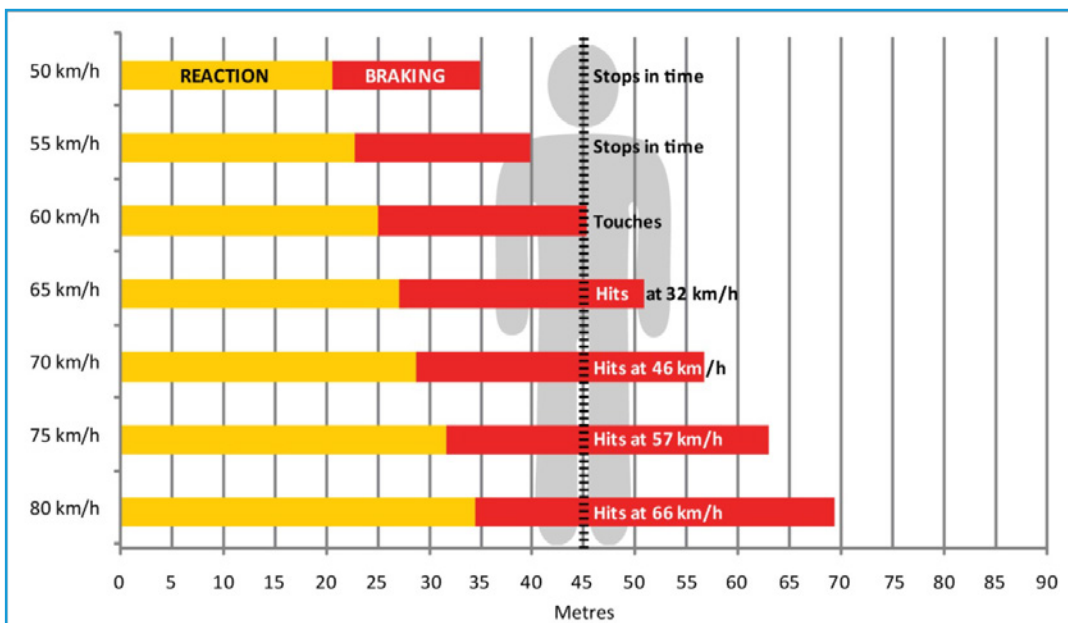
The risk of a car becoming involved in a crash in which people are killed or hospitalised (known as a casualty crash) doubles for every 5 km/h over 60 km/h it travels. Accordingly:

- a car travelling at 65 km/h is twice as likely to be involved in a casualty crash as one travelling at 60 km/h
- a car travelling at 70 km/h is four times as likely to be involved in a casualty crash as one travelling at 60 km/h.

Cars travelling at under 60 km/h have considerably less risk of being involved in a casualty crash.

The graph directly below shows how far a car will travel in dry conditions. This takes into account the driver's reaction time and how far a car will travel once the brakes are applied. The second graph shows how much further a car will travel in wet road conditions.

Stopping distances in dry conditions



Stopping distances in wet conditions

