

POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

Learning context

Health classes

Level of difficulty:

Easy, Moderate, Challenging

Victorian curriculum learning areas and level

Health and Physical Education Level 9–10

Capabilities Level 9–10

- Critical and Creative Thinking
- Personal and Social

Suggested modification for students with additional needs:

Complete the first page only (activities 1, 2 and 3).

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)
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)

Learning intention

Understand that a health media campaign will use a range of campaign assets employing different media channels

Success criteria

- Identify media channels suitable for use in a public health campaign
- Identify a media channel that would best support the video made at *Road to Zero*
- Produce a campaign asset that uses the identified media channel and supports the video made at *Road to Zero*

Resources

Student worksheet	Which media channels?
--------------------------	------------------------------

Learning activity description

Media campaigns usually use a number of different media channels – such as TV, radio, social media, billboards, posters and pamphlets – to get across the message/s.

1. Students identify a range of media channels available for a public health campaign.
2. They then identify channels that would be most effective when used alongside their video as part of a comprehensive media campaign. They consider:
 - the target audience and where/how they would access the other channel/s
 - if there is a channel that would be most appropriate for the message.
3. Students then develop one other campaign asset for a channel other than video. The campaign asset should link to their video by presenting the same message and 'look'.

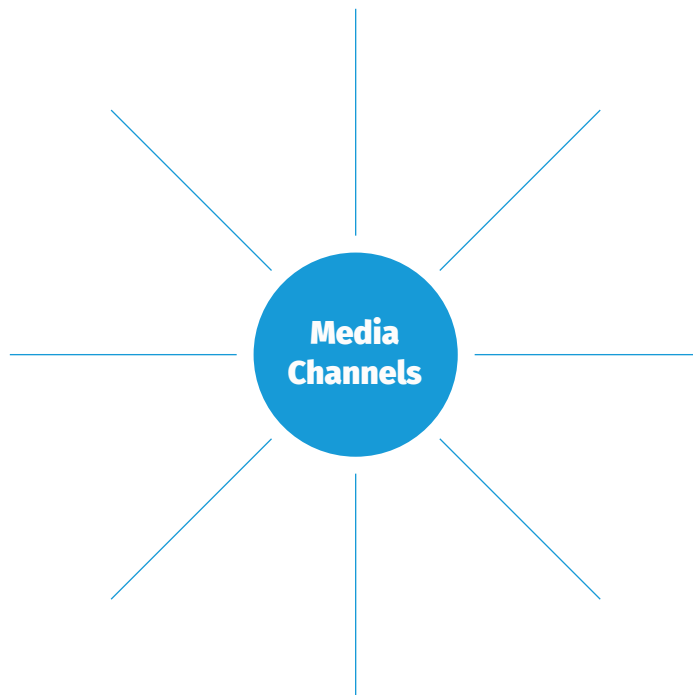
The following worksheet supports the activity.

Name:

POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

Media campaigns usually use a number of different media channels, e.g. TV, radio, social media, billboards, posters and pamphlets.

1. Brainstorm media channels suitable for a public health campaign. See how many different ones you can come up with. Add more lines to the brainstorm chart if you need to.
2. Identify channels that would be most effective when used alongside your video.
Think about:
 - the target audience and where and how they would access these channels
 - if there's a channel that's best for getting across your message.
3. On the brainstorm chart, circle those channels that would be the most effective for your audience and message.



4. From the media channels you have circled, choose one and develop a campaign asset to go with your video.

The campaign asset should link to your video by presenting the same message and 'look'.

<p>What media channel did you chose?</p> <p>Why?</p>	<p><i>e.g. A post card because we can leave it in places such as shops that sell mobile phones and ...</i></p>
<p>What campaign asset will you make?</p> <p>Give a brief description?</p>	<p><i>e.g. The post card will have a photo taken from the video on the front and on the back ...</i></p>

5. Now you need to make the campaign asset.