

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

Learning context

Health classes

English classes

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

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

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>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**Critical and Creative Thinking***Questions and Possibilities*

- 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*Social Awareness and Management*

- Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCS0047)

Ethical*Decision-making and Actions*

- 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**

Road to Zero Reflection

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:

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

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>	

Name:

POST-VISIT ACTIVITY: *ROAD TO ZERO REFLECTION*

Questions	Answer
<p>Your video</p> <p>What was the most important thing you learnt about making videos?</p>	
<p>Messaging</p> <p>What are some of the things you learnt about the topic you made the video on?</p>	
<p>Working together</p> <p>How well did your group work together? How could you have worked together better?</p>	