

POST-VISIT ACTIVITY: DEVELOPING A PUBLIC HEALTH ADVOCACY CAMPAIGN

VCAL curriculum alignment

| | |
|------------------------------------|---|
| Personal Development Skills | Unit 2 Completion of one or more of the pre-visit activities in conjunction with a visit to <i>Road to Zero</i> and participation in the Learning Studio program along with the post-visit activity, <i>Road to Zero reflection</i> . For senior students the activity would need to be extended by undertaking this activity. |
| Literacy | Oral Communication Learning Outcome 4 – Exploring Issues and Problem Solving Reading and Writing Depending on the campaign the following learning outcomes may be fully or partially covered: Learning Outcome 3 – Writing for Knowledge Learning Outcome 4 – Writing for Public Debate |
| Numeracy | Contributes to Intermediate Unit 2 |

Learning intention

Understand what is involved in a public health advocacy campaign by undertaking a strategic and organised campaign

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

In mixed ability groups, students identify a local road safety issue by going for a walk around their school/ neighbourhood. For example, they may identify safety issues at school drop off and pick up times. As a group, they discuss and research the issue, think about how the issue could be solved and who they might need to communicate with to solve the issue. In this way, students are developing the skills to advocate for their own (and others') health and wellbeing.

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

Success criteria

- Identify a local road safety (health) issue/problem
- Research the identified issue/problem
- Develop objectives for an advocacy campaign
- Identify possible partners for an advocacy campaign
- Identify key strategies for an advocacy campaign
- Identify communication strategies for an advocacy plan
- Develop an advocacy campaign action plan
- Implement a road safety (health) advocacy campaign, using an action plan
- Evaluate the success of an advocacy campaign

| | |
|--------------------------|---|
| Video | <i>The Gruen Transfer</i> segment analysing road safety advertisements and the TAC's current campaign approach: www.roadtozero.vic.gov.au/video |
| Student worksheet | Public health advocacy campaign |
| Information sheet | Public health advocacy campaign stages |

Learning activity description

1. Using knowledge from their visit to *Road to Zero*, students – as a class – identify a local road safety issue to advocate. This may be related to their school or local area.
2. Using the public health advocacy campaign stages (see following information sheet), the students develop an advocacy plan. Consider allowing students to work in small groups to undertake different aspects of the planning and the campaign, however, it's important that the students gain an understanding of all aspects of a campaign, not just those parts they are involved in.
3. Students run the campaign. The information sheet and worksheet provide a framework for this.
4. At a later stage, students could evaluate the effectiveness of their public health advocacy campaign, identifying strengths and weaknesses including how the team/s worked together.

Name:

POST-VISIT ACTIVITY: PUBLIC HEALTH ADVOCACY CAMPAIGN

| | |
|--|--|
| What is the issue or problem? | |
| Why is it an issue or problem? | |
| What background information can you find about the problem? | |
| What are the objectives of the advocacy campaign? | |

| | |
|--|--|
| <p>Who are your potential partners?</p> | |
| <p>What key strategies will be used in the advocacy campaign?</p> | |
| <p>Who will you communicate with? How?</p> | |
| <p>What resources will you need?</p> | |

| Campaign action plan | What | When | Who | Resources |
|---|------|------|-----|-----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| <p>Do you need to review the action plan? What changes do you need to make?</p> | | | | |
| <p>How will you know when you have succeeded?</p> | | | | |

Name:

POST-VISIT ACTIVITY: PUBLIC HEALTH ADVOCACY CAMPAIGN

| | |
|---|--|
| <p>What is the road safety issue/ problem?</p> | |
| <p>Why is it an issue/ problem?</p> | |
| <p>What information can you find about this issue/problem?</p> | |
| <p>Is there a person or organisation who could help to improve this issue/problem?</p> | |
| <p>How could you raise this issue/problem with that person or organisation?</p> <p>For example, could you speak to them or write a letter? Could you use media or social media to persuade them?</p> | |
| <p>Your action plan</p> <p>Write down three things you could do next to put your plan into action.</p> | |

INFORMATION SHEET: PUBLIC HEALTH ADVOCACY CAMPAIGN STAGES

1. Gather background information

Before you begin, make sure you are clear about what the problem is and why it's a problem.

Find out if there have been any attempts to solve the problem. Your local council should be able to help you with this.

Research:

- if this problem has been solved in other places
- evidence about the best way to solve the problem
- advocacy campaigns about similar issues
- who you need to convince to solve the problem (the decision-makers).



2. Set clear objectives

A successful campaign starts with clear objectives that are specific, measurable, achievable (within the set timeframe) and relevant. Don't try to do more than you think you can achieve.

Sometimes it's not possible to achieve all of your objectives, so make sure you identify the most important thing/s – the 'non-negotiables'.

3. Build strong partnerships

Working in partnership with others is a great way to demonstrate support for your issue and to have others do some of the advocacy work.

Are there other schools, organisations or individuals that would like to see the problem solved?

You will need to make contact with these organisations or individuals. Keep in mind that they may also have information that they are not allowed to share with the public for confidentiality reasons.

4. Develop your key strategies

What will you do to persuade decision-makers to take action?

Possible strategies include:

- explaining the problem to the decision-makers and what you would like done
- using media and social media to influence decision-makers and the public
- using your partners to talk to the decision-makers and motivate others.

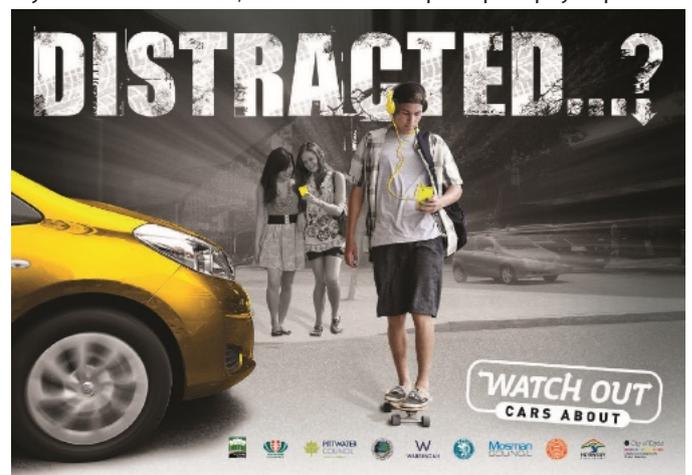
5. Communicating

Effective communication underpins every successful advocacy campaign.

Identify the different audiences (e.g. decision-makers, partners, public, media) and decide how to best communicate with them.

Be prepared to contact the media.

If you use social media, monitor it and respond promptly to posts.



6. Resources

Identify the resources needed to run the campaign. Do you have all the resources or do you need to get additional assistance, such as getting advice from an expert?

7. Develop the campaign action plan

This is your roadmap for the campaign.

Your action plan should include: a timeline; who will do what; and any resources required.

8. Run your campaign

Now's the time to carry out the campaign.

You should always review your campaign and plan as the campaign unfolds. You may need to make changes to your action plan if unanticipated events occur.

9. Celebrate success!

