

# POST-VISIT ACTIVITY: GIVE YOUR VIDEO THE GRUEN TRANSFER TREATMENT

## Learning context

Health classes

English classes

## Level of difficulty:

Easy, Moderate, Challenging

## Suggested modification for students with additional needs:

Short lesson (one class)

1. Screen a selection of the videos the students made at *Road to Zero*.
2. Students complete the panel recording sheet for each video. (Refer modified student worksheet on page 2).
3. At the end of the session, invite students to vote on their favourite video by adding a gold 'star' on the panel recording sheet.
4. You could play on the theme by naming this activity the *Logies*, *Oscars* or *Golden Globes*. You could even have categories such as 'Best Director', 'Best Music', 'Best Slogan' and 'Most Effective Road Safety Message'.

Longer lesson (two classes)

1. Watch the *Gruen Transfer* video twice OR arrange for students to watch only the ads featured in the *Gruen Transfer* footage and lead discussion between each ad.
2. Make signs for the host, advertising experts on the panel and audience members and allocate roles to students.
3. Using the model of the *Gruen Transfer*, the panel consider and comment on a selection of student videos, using the panel recording sheet. (Refer modified student worksheet on page 2).

A modified student worksheet (page 2) has been developed to cater for students with additional needs.

## 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  
 Personal and Social  
 Ethical

## Victorian curriculum strands and sub-strands

<b>Health and Physical Education</b>	<p><b>Personal, Social and Community Health</b></p> <p><i>Contributing to healthy communities</i></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing (VC2HP10P10)</li> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on their own, others' and community's attitudes and actions (VC2HP10P09)</li> </ul>
<b>English</b>	<p><b>Literacy</b></p> <p><i>Analysing, interpreting and evaluating</i></p> <ul style="list-style-type: none"> <li>analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes (VC2E10LY05)</li> </ul>
<b>Capabilities</b>	<p><b>Critical and Creative Thinking</b></p> <p><i>Questions and Possibilities</i></p> <ul style="list-style-type: none"> <li>when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives (VC2CC10Q02)</li> <li>strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives (VC2CC10Q03)</li> </ul> <p><b>Personal and Social</b></p> <p><i>Relationships and diversity</i></p> <ul style="list-style-type: none"> <li>how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives (VC2CP10O1)</li> </ul>
<b>Capabilities</b>	<p><b>Ethical</b></p> <p><i>Decision-making and Actions</i></p> <ul style="list-style-type: none"> <li>how more than one of the consequences framework, duties framework or virtues framework can be used to guide decision-making in response to an ethical issue, and similarities and differences between these and alternative ethical frameworks (VC2CE10D02)</li> </ul>

## Learning intention

**Evaluate student videos in terms of strategies used to communicate a health message**

## Success criteria

- Analyse strategies used in the videos to identify if the strategies align with the TAC's current approach
- Identify the appropriateness of the video for the target audience

## Resources

Video	<b>Gruen Transfer</b> segment analysing road safety advertisements and the TAC's campaign approach: <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>
Student Worksheet	<b>Give your video the <i>Gruen Transfer</i> Treatment</b>

## Learning activity description

This activity follows directly from the visit to *Road to Zero*.

1. If they haven't already done so, students watch the *Gruen Transfer* segment in which experienced people involved in the advertising industry talk about different road safety campaigns (<http://www.roadtozero.vic.gov.au/video>).
2. Students select five classmates to form a *Gruen Transfer* type panel. One person is to act as the host and the others as advertising experts. Other students are the audience. Students may like to take turns to be on the *Gruen Transfer* panel and to be the host.
3. Using the model of *Gruen Transfer*, the panel consider and comment on the student videos. They should consider:
  - values/beliefs underpinning the campaign/advertisement, e.g. is the video in line with the current TAC approach?
  - the main strategy used to deliver the key message
  - sound design (music, sound effects, silence)
  - storytelling (choice of characters, logical, innovative)
  - shot (video) selection
  - the slogan and/or other text
  - how appropriate the advertisement is for the target audience.

The following worksheet supports this activity. The worksheet is for the students taking on the role of *Gruen Transfer* panel members. You might like to suggest that each panel member looks for something different in each of the videos.

The students who are acting as audience members could also complete the worksheet and use the points noted to ask questions of the panel and/or video creators.

Name: \_\_\_\_\_

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## *Gruen Transfer panel recording sheet*

<b>Values/beliefs underpinning the video (e.g. is the video in line with the current TAC approach?)</b>	
<b>Main strategy used to deliver the key message</b>	
<b>Sound design (music, sound effects, silence)</b>	
<b>Storytelling (choice of characters, logical storyline, innovative)</b>	
<b>Shot (video) selection</b>	
<b>The slogan and/or other text</b>	
<b>How appropriate for the target audience</b>	

Name of team members who created the ad:

## POST-VISIT ACTIVITY: PANEL RECORDING SHEET

<b>Main messages</b> What is the ad trying to say? Are the messages clear?	
<b>Sound</b> Did the group make good choices about music and sound effects?	
<b>Storytelling</b> Is it a good story? Does it make sense? Is it interesting? Did you want to keep watching?	
<b>Shot (video) selection</b> Did the group choose the most appropriate footage?	
<b>Slogan</b> What was the group's slogan? Was it an effective slogan?	
<b>Audience</b> Did the ad suit the target audience? Would it persuade you to change your behaviour?	