

# PRE-VISIT ACTIVITY:

## ROAD SAFETY CAMPAIGNS – TARGETING THE MESSAGE

### 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
- Personal and Social

### Level of difficulty:

**Easy, Moderate, Challenging**

### Suggested modification for students with additional needs:

A modified student worksheet (refer page 5–6) has been developed to cater for students with additional needs.

### Victorian curriculum strands and sub-strands

<b>Health and Physical Education</b>	<b>Personal, Social and Community Health</b> <i>Contributing to healthy communities</i> <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>	<b>Literacy</b> <i>Analysing, interpreting and evaluating</i> <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>	<b>Critical and Creative Thinking</b> <i>Questions and Possibilities</i> <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> <b>Personal and Social</b> <i>Relationships and diversity</i> <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 (VC2CP1001)</li> </ul>

## Learning intention

**Understand how the audience of a health campaign will impact on the key message and strategies used**

## Success criteria

- Identify key messages and target audience of public health campaign advertisements
- Analyse the effectiveness of a public health campaign advertisement after considering the key message, target audience and strategies and techniques used
- Identify effective strategies for different audiences

## Resources

<b>Video</b>	<b><i>Gruen Transfer</i> segment analysing road safety advertisements and the TAC's campaign approach:</b> <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>  <b>The TAC's 'Give the space to bike riders' advertisement:</b> <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>  <b>The TAC's 'More drug tests, more places, more often' advertisement:</b> <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>  <b>The TAC's 'The vet' advertisement:</b> <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>
<b>Student worksheet</b>	<b>Analysing road safety campaigns – Target audience, key messages and strategies</b>

## Learning activity description

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. Ask students:
  - What are the key message of each advertisement shown in the *Gruen Transfer* segment?
  - Who are the target audiences of each advertisement shown in the segment?Students record their responses on the following worksheet.
3. Working individually or in small groups, students choose one of the following recent road safety campaign advertisements and identify the target audience, key message, and the main strategies and techniques used to communicate the key message:
  - 'Give the space to bike riders' (<http://www.roadtozero.vic.gov.au/video>)
  - 'More drug tests, more places, more often' (<http://www.roadtozero.vic.gov.au/video>)
  - 'The vet' (<http://www.roadtozero.vic.gov.au/video>).

Strategies may include the use of humour, humiliation, information, grief, peer pressure, consequences, positive/negative associations, celebrity endorsement.

Techniques may include:

- sound design (music, sound effects, silence)
  - storytelling (choice of characters, choice of vocabulary)
  - framing and camera angles
  - editing (cuts and fades for effect)
  - lighting
  - tagline.
4. Finally, students consider which strategies they might use when communicating the *Towards Zero* message to different target audiences in a health campaign and why the strategy identified would be the most appropriate. For example, target audiences could include young men, young women, parents of young children, tradespeople, new migrants, people who live in the inner city and people who live in the country. Students can record their response on the worksheet.

Name: 

## PRE-VISIT ACTIVITY: ROAD SAFETY CAMPAIGNS – TARGETING THE MESSAGE

1. Watch the video showing the *Gruen Transfer* panel analysing road safety advertisements (<http://www.roadtozero.vic.gov.au/video>).

2. Discuss:

- Who are the different advertisements shown in the segment aimed at?
- What are their key messages?

Record your answers in the table below.

Campaign advertisement	Target audience	Key message
Donald Bradman with the children playing in the street		
Tired driver driving into the truck		
Poster put on windscreens of cars in schools		
Real people with photos of family members who died in a car crash		
Chopper Read explains what happened to him in prison		

3. Work by yourself or in a small group and choose one of the following recent road safety campaign advertisements:

- 'Give the space to bike riders' (<http://www.roadtozero.vic.gov.au/video>)
- 'More drug tests, more places, more often' (<http://www.roadtozero.vic.gov.au/video>)
- 'The vet' (<http://www.roadtozero.vic.gov.au/video>)

Identify the target audience, key message, and the main strategies and techniques used to communicate the key message.

Strategies may include the use of:

- humour
- humiliation
- information
- grief
- peer pressure
- consequences
- positive/negative associations
- celebrity endorsement.

Techniques may include:

- sound design (music, sound effects, silence)
- storytelling (choice of characters, choice of vocabulary)
- framing and camera angles
- editing (cuts and fades for effect)
- lighting
- slogan/tagline.

Name of road safety campaign advertisement	
Target audience	
Key message	
Strategies used to communicate the key message	
Techniques used to communicate the key message	

4. Do you think the advertisement would be successful in influencing the target audience?

Why?



5. The table below lists different target audiences. Which strategies would be most effective when communicating to each of the different audiences in a public health campaign? Think about the strategies identified by the *Gruen Transfer* panel.

Give reasons for your answers.

Target group	Best strategy	Reason
Young men		
Young women		
Parents of young children		
Older people		
People new to Australia		
People who live in the inner city		
People who live in the country		

Name: 

# PRE-VISIT ACTIVITY:

## ROAD SAFETY CAMPAIGNS – TARGETING THE MESSAGE

1. Watch the video showing the Gruen Transfer panel analysing road safety advertisements.  
Watch each ad twice. (<http://www.roadtozero.vic.gov.au/video>).

2. After watching each ad, discuss:

- Who is the advertisement aimed at? This is called the ‘target audience.’
- What is the main message?

Write your answers in the table below.

Name of advertisement	Target audience	Main message
Donald Bradman with the children playing in the street		
Tired driver driving into the truck		
Real people with photos of family members who died in a car crash		
Chopper Read explains what happened to him in prison		

3. In a small group, choose one of the following road safety advertisements:

- 'Give the space to bike riders'  
<http://www.tac.vic.gov.au/road-safety/tac-campaigns/tac-latest-campaigns#give-the-space>
- 'More drug tests, more places, more often'  
<http://www.tac.vic.gov.au/road-safety/tac-campaigns/drug-driving>
- 'Mobile phone distractions'  
<http://www.tac.vic.gov.au/road-safety/tac-campaigns/tac-latest-campaigns#mobile-phone-distractions>

Work out the target audience, main message, and the main techniques (methods) used to communicate the key message.

Techniques may include:

- sound (music and sound effects)
- storytelling (e.g. characters and plot)
- shot selection and editing
- lighting
- the tagline/slogan.

Name of the road safety advertisement	
Target audience	
Main message	
Techniques used to communicate the key message e.g. sound, shot selection, the slogan etc.	

