

PRE-VISIT ACTIVITY: ANALYSING ROAD SAFETY CAMPAIGNS

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
<ul style="list-style-type: none"> ○ Critical and Creative Thinking ○ Personal and Social 	

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

- Students complete the first page of the student worksheet only (activities 1 and 2)
- Students complete these activities in mixed ability groups
- To help students to understand the TAC's current approach to road safety, watch the video available at <http://www.roadtozero.vic.gov.au/video>
- Arrange for students to watch only the ads featured in the *Gruen Transfer* footage and lead a discussion with students after each advertisement

Victorian curriculum strands and sub-strands

Health and Physical Education	<p>Personal, Social and Community Health - Health Education</p> <p><i>Contributing to healthy communities</i></p> <ul style="list-style-type: none"> • when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives (VC2CC10Q02) • strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives (VC2CC10Q03)
English	<p>Literacy</p> <p><i>Texts in context</i></p> <ul style="list-style-type: none"> • analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts (VC2E10LY04) <p><i>Analysing, interpreting and evaluating</i></p> <ul style="list-style-type: none"> • analyse and evaluate how language features are used to implicitly and explicitly represent values, beliefs and attitudes (VC2E10LY05)
Capabilities	<p>Critical and Creative Thinking</p> <p><i>Questions and Possibilities</i></p> <ul style="list-style-type: none"> • when and how to critically reflect on suspension of judgement when generating and evaluating alternative ideas and possibilities from different perspectives (VC2CC10Q02) • strategies for generating new ideas and possibilities including identifying links and patterns across multiple information sources and perspectives (VC2CC10Q03)

Capabilities	Personal and Social <i>Relationships and diversity</i> • how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives (VC2CP1001)
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Learning intention

Understand different strategies used to communicate health messages

Success criteria

- Analyse strategies used in media campaigns advertisements to identify if the strategies align with a broader approach to achieving community health goals
- Use knowledge of strategies and broad health goals to identify how an old health campaign advertisement can be modified to align with current community health goals and thinking

Resources

Video	<p>Gruen Transfer segment analysing road safety advertisements and the TAC's campaign approach: http://www.roadtozero.vic.gov.au/video</p> <p>The TAC's 'Now and Then' advertisement: http://www.roadtozero.vic.gov.au/video</p>
Student Worksheet	Analysing Road Safety Campaigns

Learning activity description

1. Students watch the segment from the *Gruen Transfer* episode where the panel analyses road safety advertisements (<http://www.roadtozero.vic.gov.au/video>). This episode was made in 2008 and since then the TAC has changed its approach to road safety campaigns and moved away from the use of shock tactics.
2. Using the worksheet, students write down: the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely near roads; and if the strategies fit the current TAC approach, including explanation of why it does or doesn't. Students may prefer to do this activity in a group.
3. Students should choose one of the advertisements they think doesn't align with the TAC's current approach and brainstorm how the ad could be changed so it does align with the current approach.

Remind students of the TAC's 'Now and Then' advertisement and how the old campaign advertisement was remade to align with the current approach. If students haven't already seen the video, they can view it at <http://www.roadtozero.vic.gov.au/video>

For more information about Towards Zero, students can read the information that can be found at <https://www.towardszero.vic.gov.au/news/articles/towards-zero-what-next>

Students share their ideas with others.

Name: _____

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1. Watch:

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

2. Write down the strategies that were identified by the *Gruen Transfer* panel to influence people to drive or act safely on or near roads and whether the strategies fit the current TAC approach, including explanation of why it does or doesn't.

You may prefer to do this activity in a group.

Campaign advertisement	Strategies identified by the <i>Gruen Transfer</i> panel	Fit with the current TAC approach?	Why it does or doesn't fit with the current TAC approach
Donald Bradman with the children playing in the street		Y / N	
Tired driver driving into the truck		Y / N	
Poster put on windscreens of cars in schools		Y / N	
Real people with photos of family members who died in a car crash		Y / N	
Chopper Read explains what happened to him in prison		Y / N	

3. Choose an advertisement shown on the *Gruen Transfer* clip that you don't think aligns with the TAC's current approach to road safety advertising.

Name of the campaign advertisement:

4. Brainstorm how the advertisement could be changed so that it meets the TAC's current approach to road safety campaigns.

Provide an outline of how the advertisement could be changed to meet the TAC's current approach.