

POST-VISIT ACTIVITY: DEVELOPING A PUBLIC HEALTH ADVOCACY CAMPAIGN

Learning context

Health classes

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	Personal, Social and Community Health - Health Education <i>Contributing to healthy communities</i> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own, others' and community's health, safety, relationships and wellbeing (VC2HP10P10) 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)
Capabilities	Critical and Creative Thinking <i>Questions and Possibilities</i> <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) Personal and Social <i>Relationships and diversity</i> <ul style="list-style-type: none"> how divergent values and beliefs contribute to different perspectives on social issues; the benefits and challenges arising from different perspectives (VC2CP10O1) Ethical <i>Decision-making and Actions</i> <ul style="list-style-type: none"> 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)

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.

Learning intention

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

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
- Carry out a road safety (health) advocacy campaign, using an action plan
- Evaluate the success of an advocacy campaign

Resources

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

Learning activity description

1. Using their knowledge from *Road to Zero*, students – as a class – identify a local road safety issue to advocate. This issue may be related to their school, school locale or the local area.
2. Using the 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 development of 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 following 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 health/ road safety issue or problem?	
Explain why it's a problem	
What background information can you find about the problem?	
What are the objectives of the advocacy campaign?	

Campaign objectives	
Possible partners	
Key strategies	
Who will you communicate with?	
How?	
What resources will you need?	

Campaign action plan	What	When	Who	Resources
Do you need to review the action plan? What changes do you need to make?				
How will you know when you have succeeded?				

Name:

POST-VISIT ACTIVITY: PUBLIC HEALTH ADVOCACY CAMPAIGN

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

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. They may also have information that's not available to you.

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!

