

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

Learning context

Health classes

English classes

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

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

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)
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Capabilities	Critical and Creative Thinking <i>Questions and Possibilities</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) 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)
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Learning intention

To build on awareness of road safety messages and understand how groups/teams can work better to achieve goals

Success criteria

- Identify what was learned from making the video during their visit to *Road to Zero* in terms of:
 - The process of making a video
 - The road safety message
 - Working cooperatively in a group/team
- Explain how the video could have been improved to improve communication of the key message/s
- Identify and reflect on factors that influence group/team behaviour including own behaviour

Resources

Student Worksheet	Road to Zero Reflection
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Learning activity description

This activity follows directly from the visit to *Road to Zero*. Through the activity, students have the opportunity to reflect on: their video (final product); the choices they made when making the road safety video, including their messaging; and how they worked together in a team.

The following worksheet is divided into three sections, each focusing on a different aspect of reflection: their video; messaging and working together.

The activity could be undertaken in small groups of students who worked together on producing their video and/or individually.

Name: _____

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

1. Your video

Think about the video that your group made during the visit to *Road to Zero* and talk to other group members, then answer the following questions.

Reflection questions	Your reflection
<p>In your video, what information do you think was the most persuasive?</p> <p>Why?</p>	
<p>What would you change if you had a chance to rework the video?</p> <p>Remember the purpose of the video was to get across your key message.</p>	
<p>What was the most important thing that you learned about making videos?</p>	

2. Messaging

Now think about the main message in your video and what you learned. Talk to other group members, then answer the following questions.

Reflection questions	Your reflection
What was the most important thing that you learned about the topic you made the video on?	
What was the main message you were trying to get across in the video?	

3. Working together

Finally, think about how you and your group worked together. Talk to other members of your group, then answer the following questions.

Reflection questions	Your reflection
Did you allocate different roles to different people in your group? How did you do this?	
Did you have any arguments or conflict amongst your group? How did you resolve it?	

Reflection questions	Your reflection
<p>Did people in your group have different ideas about what you should include or look like?</p> <p>How did your group deal with this?</p>	
<p>What influenced how your group worked together?</p>	
<p>Overall, how effective was your group in making the video?</p>	
<p>What was your role in the group?</p> <p>How could you have helped the group to work together better?</p>	
<p>What was the most important thing that you learned about team work while making the video?</p>	

Name: _____

POST-VISIT ACTIVITY: ROAD TO ZERO REFLECTION

Questions	Answer
Your video What was the most important thing you learnt about making videos?	
Messaging What are some of the things you learnt about the topic you made the video on?	
Working together How well did your group work together? How could you have worked together better?	