

# PRE-VISIT ACTIVITY: TAC ROAD SAFETY CAMPAIGNS – ‘THEN AND NOW’

## 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 3–4) has been developed to cater for students with additional needs.

## Victorian curriculum strands and sub-strands

<p><b>Health and Physical Education</b></p>	<p><b>Personal, Social and Community Health - Health Education</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>
<p><b>English</b></p>	<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>
<p><b>Capabilities</b></p>	<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 (VC2CP1001)</li> </ul>

## Learning intention

Understand how and why strategies used to communicate a health message change over time

## Success criteria

- Identify key messages of two similar public health campaigns produced now and in the past
- Identify and critique strategies used at different times in public health media campaigns to communicate a health message
- Identify how health advertising campaigns align with broader approaches to achieving community health goals

## Resources

Video	<b>The TAC's 'Then and Now' advertisement</b> <a href="http://www.roadtozero.vic.gov.au/video">http://www.roadtozero.vic.gov.au/video</a>
Website	<a href="https://www.towardszero.vic.gov.au">https://www.towardszero.vic.gov.au</a>
Student worksheet	<b>TAC road safety campaigns – 'Then and Now'</b>
Information sheet	<b>The TAC's 'Then and Now' advertisement</b>

## Learning activity description

1. As a class, brainstorm what the terms 'safe roads', 'safe people', 'safe speeds' and 'safe vehicles' mean.

**Safe roads** – Roads must be designed to both prevent crashes and, in the event of a crash, reduce the severity and minimise the risk of injury.

*Features of safe roads:*

- Separate lanes for cyclists.
- Raised crossings for pedestrians.
- Traffic calming in busy areas such as shopping strips. This includes roundabouts.
- Flexible safety barriers prevent cars from running off the road or into oncoming traffic. The barriers absorb much of the force in a collision, reducing the impact to the human body and allowing the vehicle to come to a gradual standstill.
- Tactile surfaces are raised or grooved patterns along a road, to provide motorists with an audible warning that their vehicle is straying from their travel lane.
- Sealed shoulders - when a vehicle leaves the road, especially at high speeds, stopping and/ or steering back into the traffic lane is easier if the tyres are able to grip to a sealed shoulder, rather than trying to find traction on loose gravel.

**Safe people** – Road safety is a shared responsibility. Everyone (drivers, pedestrians, passengers, cyclists and motor cyclists) can play an important role in helping reduce road trauma. Fatalities and serious injuries shouldn't be seen as inevitable consequences of making mistakes on our roads.

**Safe speeds** – This is the travel speed that is appropriate for the conditions – for the state of the road, amount of traffic, number and type of other road users as well as the weather. Speed limits indicate the safe speed for that road in normal weather conditions, but if the weather or light is poor, then drivers should reduce their speed to be safer.













