

POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

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

Level of difficulty:

Easy, Moderate, Challenging

Suggested modification for students with additional needs:

Complete the first page only (activities 1, 2 and 3).

Victorian curriculum strands and sub-strands

<p>Health and Physical Education</p>	<p>Personal, Social and Community Health - Health Education <i>Contributing to healthy communities</i></p> <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)
<p>Capabilities</p>	<p>Critical and Creative Thinking <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)

Learning intention

Understand that a health media campaign will use a range of campaign assets employing different media channels

Success criteria

- Identify media channels suitable for use in a public health campaign
- Identify a media channel that would best support the video made at *Road to Zero*
- Produce a campaign asset that uses the identified media channel and supports the video made at *Road to Zero*

Resources

Student worksheet	Which media channels?
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Learning activity description

Media campaigns usually use a number of different media channels – such as TV, radio, social media, billboards, posters and pamphlets – to get across the message/s.

1. Students identify a range of media channels available for a public health campaign.
2. They then identify channels that would be most effective when used alongside their video as part of a comprehensive media campaign. They consider:
 - the target audience and where/how they would access the other channel/s
 - if there is a channel that would be most appropriate for the message.
3. Students then develop one other campaign asset for a channel other than video. The campaign asset should link to their video by presenting the same message and 'look'.

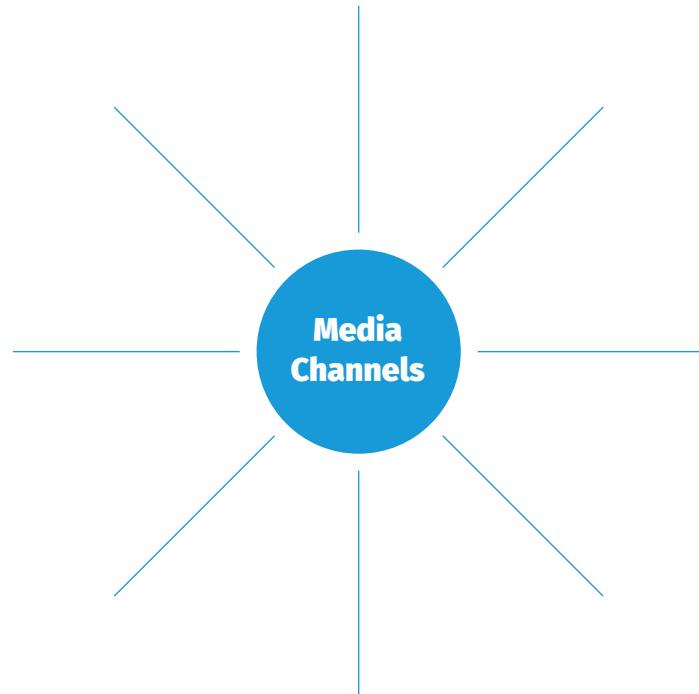
The following worksheet supports the activity.

Name: _____

POST-VISIT ACTIVITY: WHICH MEDIA CHANNELS?

Media campaigns usually use a number of different media channels, e.g. TV, radio, social media, billboards, posters and pamphlets.

1. Brainstorm media channels suitable for a public health campaign. See how many different ones you can come up with. Add more lines to the brainstorm chart if you need to.
2. Identify channels that would be most effective when used alongside your video.
Think about:
 - the target audience and where and how they would access these channels
 - if there's a channel that's best for getting across your message.
3. On the brainstorm chart, circle those channels that would be the most effective for your audience and message.



4. From the media channels you have circled, choose one and develop a campaign asset to go with your video.

The campaign asset should link to your video by presenting the same message and 'look'.

What media channel did you chose?	<i>e.g. A post card because we can leave it in places such as shops that sell mobile phones and ...</i>
What campaign asset will you make? Give a brief description?	<i>e.g. The post card will have a photo taken from the video on the front and on the back ...</i>

5. Now you need to make the campaign asset.