**Lesson 3.2 Evaluating Health Campaigns**

**Demographic of Lesson**

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| **Year Level:** | **9** | **Length of lesson in minutes:** | **60** |
| **Topic/Theme:** | **Health Campaigns and Advertising** | | |
| **Curriculum Learning Area:** | **Health and Physical Education** | | |
| **Strand:** | **Personal, social and community health** | | |
| **Content Descriptor and Code:** | **Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities** [(ACPPS096 - Scootle)](http://www.scootle.edu.au/ec/search?accContentId=ACPPS096) | | |
| **General Capabilities:** | **Literacy**  Interpret and analyse learning area texts  Navigate, read and view learning area texts  Understand how visual elements create meaning  **Critical and Creative Thinking capability**  Imagine possibilities and connect ideas  Seek solutions and put ideas into action  Evaluate procedures and outcomes  Organise and process information  Identify and clarify information and ideas  Reflecting on thinking and processes  **Challenge and Adventure Activities**  movement challenges (as individuals and in teams or groups)  **Personal and Social Capability**  Contribute to civil society | | |
| **Learning Intention (objective)** | **Students are learning to:** Evaluate multimodal health campaigns proliferated by Local and National Governments, other Non-Governments Organisations and Corporations. | | |
| **Success Criteria (assessment):** | **Students will be able to:**   * Analyse a health campaign and assess its impact and efficacy through their own perspective. | | |

**Lesson Sequence:**

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| **Timings:** | **Teacher Activity:** | **Student Activity:** | **Resources/Notes** |
|  | **Introduction:** | |  |
| 10min | Welcome, roll call  Play videos and present image to introduce topic. | Students will be in standard seating arrangement with full view to the front of the classroom. | Life. Be in it. <https://www.youtube.com/watch?v=CxxIEBLfVrw>  McDonald’s Commercial- Healthy Meal with Mom.mp4. <https://www.youtube.com/watch?v=9LzMtL6cT4I>  Jump Rope for Heart <https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes> |
|  | **Lesson Body (Middle)** | |  |
| 10 min | Teacher determines whether the students select the class discussion piece.  Guide discussion into the efficacy of the chosen campaign and the techniques used. | Students, as directed by the teacher, identify and discuss techniques used in the advertising to elicit reception of the audience. Discussion may also widen to include how to improve the campaign. | One of the above resources to be used.  Key headings to discuss: Pros, Cons, benefits to target audience, benefits to community, efficacy, aim of the campaign. |
|  | **Lesson Body (Middle)** | |  |
| 25 min | Teacher is to manage the division of groups and resources. They are also to monitor and guide the groups’ work. | Students will be divided into small groups (or may work individually) to conduct analysis and critique one of the example resources or may research a unique health campaign. | Resource Options;  WHO “Let’s be active for health for all”[Link](https://www.youtube.com/watch?v=uZX14W4rVCU)  McDonald’s Commercial- Healthy Meal with Mom.mp4. [Link](https://www.youtube.com/watch?v=9LzMtL6cT4I)  Image from WordPress Article [Link](https://jsardeafolioblog.wordpress.com/2016/04/24/ads-by-category/)  Jump Rope for Heart [Link](https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes)  Move it AUS [Link](https://www.youtube.com/watch?v=9HVACy4l0ZU)  Life. Be in it. [Link](https://www.youtube.com/watch?v=CxxIEBLfVrw) Girls Make your move, Image, [Link](https://theconversation.com/will-the-governments-new-move-it-exercise-campaign-move-us-or-lose-us-100969)  Uncle Tobys TV ad ft. Kieren Perkins - "kick it to me!" [Link](https://www.youtube.com/watch?v=TZb6wqH5NSA) |
|  | **Conclusion/Summary (End)** | |  |
| 15 min | Redirect students back to front of the classroom and direct groups to present their analysis and critique. | Students are to present their findings to the class. | Alternatively, groups may pair up to discuss each of their findings in small group discussions. In this case the teacher will be required to move between groups to observe. |

**Reflection/Notes:**

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| **How do you know if the lesson went well?** | Did students analyse health campaign with the preformed headings?  Did students identify other, more appropriate headings?  How well does this prepare for assessment project?  Can students critically analyse advertising campaigns benefits? |

**Resources**

WHO “Let’s be active for health for all”<https://www.youtube.com/watch?v=uZX14W4rVCU>

McDonald’s Commercial- Healthy Meal with Mom.mp4. <https://www.youtube.com/watch?v=9LzMtL6cT4I>

Image from <https://jsardeafolioblog.wordpress.com/2016/04/24/ads-by-category/>

Jump Rope for Heart <https://resources.heartfoundation.org.au/jump-rope-for-heart/thank-you-prizes>

Move it AUS <https://www.youtube.com/watch?v=9HVACy4l0ZU>

Life. Be in it. <https://www.youtube.com/watch?v=CxxIEBLfVrw> Girls Make your move, Image, <https://theconversation.com/will-the-governments-new-move-it-exercise-campaign-move-us-or-lose-us-100969>

Uncle Tobys TV ad ft. Kieren Perkins - "kick it to me!" <https://www.youtube.com/watch?v=TZb6wqH5NSA>