

3

Information sharing

December 2022

Copyright © 2022 Office of Responsible Gambling, Department of Enterprise, Investment and Trade, NSW Government.
All rights reserved.

Activity introduction

Quick summary

In this lesson, students explore the various ways facts and statistics can be presented to engage a variety of audiences, by exploring different forms in which the results of the NSW Gambling Survey 2019 were shared. They explicitly consider how decisions made in the development of texts consider audience and purpose.

Learning intention

To select suitable text structures for information sharing.

NSW Syllabus outcomes

- **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- **EN4-6C** identifies and explains connections between and among texts
- **EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

General capabilities

Critical and creative thinking

Literacy

Ethical understanding

Personal and social capability

Relevant parts of Year 7 and 8 achievement standards

NSW Stage 4 English Syllabus Statement

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

Activity introduction

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Australian Curriculum Year 7 Level Description

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Australian Curriculum Year 8 Level Description

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Topic

Text structure and features

Unit of work

Stage 4 English

Time required

60 minutes

Level of teacher scaffolding

This lesson requires a medium level of teacher scaffolding. The explorations in Part A of the lesson should promote explicit discussion and identification of text content and features, providing students with the awareness and understanding required for them to complete Part B independently.

Resources required

- [Video: Gambling Help NSW Survey Infographic](#)
- [Fact sheet: who gambles on what, and where, in NSW?](#)
- [Fact sheet: How is gambling in NSW changing?](#)
- [Fact sheet: How many people have gambling problems in NSW?](#)
- [Fact sheet: What's going on with online gambling in NSW?](#)
- [Gambling Survey Report](#)
- 'Informative Text Analysis' worksheet
- Learning Intention Display (optional)

Keywords

Publication, infographic, fact sheet, report, audience, purpose, structure, impact.

Teacher worksheet

Teacher preparation

This lesson has been developed as the first in a pair of lessons focused on structures and features of informative text in the context of intended audiences. Lesson 1 focuses on the exploration of text structure and features through analysis of texts published by GambleAware. Lesson 2 focuses on creating informative texts based upon the 2018 Youth and Online Gaming report.

Given that gambling can be a high-risk activity and is a priority concern for young people it is recommended that teachers and parents read the Facilitator pack before implementing the lesson. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours as well as how to approach sensitive topics.

This lesson involves analysis of the structure and features of a range of example texts. So that students are able to refer to these while completing their task, it is important to ensure you have made the following links available to the students through the digital learning platform in use at your school:

[Gambling Help NSW Survey Infographic](#)

[Fact sheet: who gambles on what, and where, in NSW?](#)

[Fact sheet: How is gambling in NSW changing?](#)

[Fact sheet: How many people have gambling problems in NSW?](#)

[Fact sheet: What's going on with online gambling in NSW?](#)

[Gambling Survey Report](#)

Note: That while the Gambling Survey Report is quite lengthy and detailed, students are not expected to read it in full, but rather observe the difference in content and level of detail in comparison to the other examples.

Learning intention

To select suitable text structures for information sharing.

Success criteria

Students can:

- identify the features of various forms of informative texts.
- consider their intended audience when making decisions about features of a text.
- adjust language use to suit their intended audience.

Teaching sequence

5 minutes - Lesson introduction

25 minutes - Part A: Shared exploration of informative text

25 minutes - Part B: Student analysis of informative texts

10 minutes - Reflection

Lesson introduction

Display the learning intention and success criteria for the lesson. This can be written onto the board, or the included resource can be displayed. Invite students to read and discuss the learning intention and success criteria to ensure understanding before beginning the lesson.

Part A: Exploring informative texts

Step 1

Show the video [Gambling Help NSW Survey Infographic](#).

Step 2

Invite students to discuss how the information has been presented in the text, posing the following questions:

- What information has been shared?
- How has the information been shown?
- What is the purpose of sharing this information?
- Are there other ways the publisher could have shown this information?
- Why do you think they have selected this style/form of presentation?

Step 3:

Display the following fact sheets for students to view:

- [Fact sheet: who gambles on what, and where, in NSW?](#)
- [Fact sheet: How is gambling in NSW changing?](#)
- [Fact sheet: How many people have gambling problems in NSW?](#)
- [Fact sheet: What's going on with online gambling in NSW?](#)

Pose these questions?

- How has the information been shown in these versions?
- Does this text have the same purpose?
- Why might Gambleaware NSW have developed this form of publication as well?
- Who could the target audience be for these fact sheets?

Step 4:

Display the original [Gambling Survey Report](#) and invite students to share their views on this text, considering:

- Why would this also have been made available to the public?
- Who might be interested in referring to this document? Why?

Discuss that if texts we develop are to be effective, it is important to understand the target audience and what is most likely to appeal and be accessible to them. All texts that are developed serve a purpose, and that needs to be clearly considered when developing them to ensure they are successful.

Part B:

Student analysis of informative texts

Step 1

Explain to students that they will now spend time analysing these text features more closely. Provide students with copies of 'Informative Text Analysis' worksheet and allow time for them to complete the table, describing:

- The features of each text
- Target audience
- When it might be used or shared
- Benefits of each text
- Negative elements of each text

Table included in student worksheet:

	Video	Fact sheet	Report
Characterisation			
Target audience			
When it might be used or shared			
How this text form appeals to target audience			
Benefits			
Limitations			

Part B: Student analysis of informative texts

Step 2

Invite students to form groups of 3-4. Encourage them to share their ideas with each other and add to their own observations and insights about each form of text.

Step 3

Invite students to share as a class. Through the class discussion, be sure to comment on the differences in language use in each text, noting differences in:

- Vocabulary
- Quantity of text
- Complexity of language/sentences

Reflection

Invite students to independently write their own responses to the following prompt:

Has this lesson changed the way you think about producing a text? How?

Differentiation

Extension – As an additional step in the lesson, students may be invited to develop a response to the prompt: ***Why is it important for government departments to provide information to the public in a range of forms and through a range of avenues? Discuss.***

Provision for Learning Support – Much of this lesson revolves around class discussion. During these times, work to maintain a safe class environment and encourage all students to share, allowing them to develop their ideas throughout the conversation. If students face difficulty during the independent component of the lesson, you can support them in a focus group, or encourage them to work collaboratively with other members of the class.

Analysing informative texts

Learning intention

To select suitable text structures for information sharing.

Success criteria

Students can:

- Identify the features of various forms of informative texts.
- Consider their intended audience when making decisions about features of a text.
- Adjust language use to suit their intended audience.

Task instructions:

Observe the three versions of the GambleAware publications for the 2019 Gambling Survey.

1. The full report
2. The Fact Sheets
3. Gambling Help NSW Survey Infographic video

For each text type, complete the table below, considering who you think the target audience would have been and how the information has been presented to them.

	Video	Fact sheet	Report
Features			
Target audience			
When it might be used or shared			
How this text form appeals to target audience			
Benefits			
Limitations			

Learning intentions

To select suitable text structures for information sharing.

Success criteria

I can:

- Identify the features of various forms of informative texts.
- Make decision about text structure and features which consider the intended audience.
- Adjust language use to suit the intended audience.