# 6

# Narrating the world

GambleAware

NSW
GOVERNMENT

# Activity introduction

## Quick summary
This is the second in a pair of lessons exploring how realistic and historical fiction can provide insights into the experiences of others. In the previous lesson students explored these two genres of text and planned for a narrative exploring the experiences of those involved in problem gambling. In this lesson, students will write their narrative texts.

## Learning intention
To develop narratives with a social purpose.

## NSW Syllabus outcomes

- **EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- **EN5-3B** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- **EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

## General capabilities

Critical and creative thinking

Literacy

Ethical understanding

Personal and social capability

## Relevant parts of Year 9 and 10 achievement standards

### NSW Stage 5 English Syllabus Statement

By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform

## Activity introduction

to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

### Australian Curriculum Year 9 Level Description

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

### Australian Curriculum Year 10 Level Description

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Topic**
Realistic fiction

**Unit of work**
Stage 5 English

**Time required**
80 minutes

**Level of teacher scaffolding**
This lesson requires a medium amount of teacher scaffolding. Idea development and planning for writing occurred in the previous lesson, but some students may require support transferring their ideas into a narrative.

**Resources required**
- 'Gambling narrative – example orientation' resource sheet
- 'PIP Peer feedback sheet'
- Learning intentions display (optional)

**Keywords**
Character, characterisation, plot, tense, word choice, figurative language, structure, setting.

# Teacher worksheet

## Teacher preparation

This lesson is the second in a pair focused on developing narratives that reflect realistic contexts and experiences. In session 1, students explored realistic and historical fiction and how they impact readers. They further analysed short films from the realistic fiction genre, considering the journeys of the characters and the impact on the audience. They subsequently explored the context of youth gambling, engaging with individual stories to support them to create a plan for their own realistic fiction narrative. This lesson builds upon this by providing the opportunity for students to write their narratives.

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.

### Learning intention

To develop narratives with a social purpose.

### Success criteria

Students can:

- develop believable characters who show traits of those they represent.
- construct realistic settings and events to create a believable context.
- create a believable plot structure that reflects the intended theme(s).

### Teaching sequence

5 minutes - Lesson introduction

15 minutes - Part A: Preparing for writing

50 minutes - Part B: Narrative writing

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: Preparing for writing

## Step 1

Invite students to reflect on their learning from the previous session, posing the questions:

1. *What is a historical narrative?*

2. *What is realistic fiction?*

3. *How are they similar/different?*

4. *What is the purpose and impact of the realistic fiction genre?*

Encourage a critical discussion of these questions, prompting students to recall points from the discussion in the previous session, but also to share their own views and opinions.

**Note:** This is the second lesson in a pair, and presumes that students have participated in the explorations of the previous lesson, which built understanding of the realistic fiction genre and problem gambling.

## Step 2

Explain to students that this session the focus will be on writing the realistic fiction narratives planned in the previous session.

Provide students with the 'Gambling narrative –example orientation' resource and read and discuss as a class. Explore the range of literary features noted in the example, and invite students to share any additional observations. Discuss the impact of these features and how students might use them in their own work.

# Part B: Narrative writing

## Step 1

Prompt students to return to their narrative plan from the last session and revise and refine their ideas. Once they have done this, allow time for them to write their narrative. Encourage students to continuously re-read and develop their writing as they work, considering how to include the elements noted in the example.

While students are writing, roam around the class to check in with their progress. Observe their work and provide feedback to assist them to refine their ideas and write in a concise and impactful manner.

## Step 2

As students complete the first draft of their narratives, encourage them to share their work with another class member for feedback. Provide them with the 'PIP Peer feedback sheet' to guide their conversations. Once students have received feedback, encourage them to return to revise and edit their work.

## Reflection

At the conclusion of the session, invite students to discuss the following question:

*What power do narratives have in shaping our view of the world we live in?*

## Differentiation

**Extension -** Encourage students to pause regularly during writing and share their work with peers at a similar level of capability for feedback.

**Provisions for Learning Support -** Students requiring support should have their plans from the previous lesson available to scaffold their independent writing. It is recommended that these students are positioned close together in the classroom so they can be easily guided by the teacher throughout the writing process. Alternatively, if there are a number of students finding the task challenging, they could work together in a small group with the teacher to complete the task collaboratively.

# Gambling narrative – Example orientation

Below is an example of the beginning of a realistic narrative about gambling leading to a loss of friends and family. Use this as a guide as you begin your realistic narrative.

**Setting**

While the crowd, siren and clock imply the end of a sporting event, the non-specific nature of what sport allows the reader to connect with what is familiar to them, positioning it as a realistic setting in their world.

**Characterisation**

–developing a sense of the narrator being detached from those around them.

Implications of the narrator feeling anxiety and shame.

Youthful speech developing a sense of the character's age.

**Figurative language**

Builds imagery, adds to suspense, enhances reader engagement.

## Loss

The crowd roars around me, but the world feels silent. 10 seconds remain, but each feels like an eternity. A ball of fire bursts within my stomach, heat spreading to my extremities from within. Simultaneously my phone vibrates and the crowd erupts around me. The siren fell silent upon my ears. $100 gone. Down the drain. For what?

The motions to the train are automatic. I have done this so many times before that I barely need to look up. Across the bridge, down the escalator. Platform 10. I can hear Josie and Kamal bickering about where to wait and which train to get on. Reading the board won't make it come any faster. The train will get here when it gets here. I slump onto a bench, the cold of the aluminum planks shocking my body back to life. I look up as the shiver spreads throughout my body. Josie bounds towards me. "15 minutes until the train, you want anything to eat?" My stomach feels like an empty cavern, when *did* I last eat? I had forgotten to bring anything with me, and I put all my money on the game. I am starving, but I can't ask them to spot me, I'll give myself away. "Nah, all good." I reply, as she turns and prances off carelessly.

I stare off into the distance, the world moving around me. Trains coming and going, people boarding and departing, moving up the escalators to the adventures awaiting them. What would my next move be? Work tomorrow, up at the crack of dawn, but pay day isn't for another 10 days. What do I need to get through until then? Is there food still in the cupboard? The fridge? Maybe I can head around and visit my sister Sandy for dinner tonight. I haven't seen her in a while, and there's nothing like a home cooked meal with family.

**Present tense**

The story is being told in the first person by the gambler. This will allow for insight into the character's thinking and experience as the story progresses. This will allow the story to show the negative impact on the gambler themself.

**Show don't tell**

The character, setting and events are not being told to the reader, rather the understanding is being built up through the description over time. This allows the reader to experience the story and form a connection to the characters and events.

**Word choice**

The speech and internal dialogue is less formal than the narration, reflecting the voice of the character.

# PIP Peer feedback sheet

**Students work:**

**Students providing feedback:**

| Task expectation | Positive | Improvement idea | Positive |
|---|---|---|---|
| Characterisation | | | |
| Plot | | | |
| Language use | | | |

# PIP Peer feedback sheet

**Students work:**

**Students providing feedback:**

| Task expectation | Positive | Improvement idea | Positive |
|---|---|---|---|
| Characterisation | | | |
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| Language use | | | |

## Learning intentions

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