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Multimodality and the Elite Average Games 2021

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Activity introduction

Quick summary

Students will learn about the 'Reclaim the Game' initiative, and appreciate its importance in the context of sports and race betting. They will explore the impact of sport and race betting, especially on young people, and begin to develop their own personal position on this topic. Students will watch and read a range of texts in this lesson, demonstrating their capacity to navigate multimodal texts.

Learning intentions

Students will:

- Understand the 'Reclaim the Game' initiative.
- Explore the strategies employed by gambling companies to promote sports betting.
- Appreciate the potential ramifications of sports and race betting through a range of different multimodal texts.
- Reflect on and develop their personal perspective on the issue.

21st-century skills

Communicating

Critical thinking

Digital literacy

Empathy

Personal and social skills

NSW Syllabus outcomes

- **EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

General capabilities

Literacy

Information and communication technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Stage 6 Syllabus objectives

Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical.

Topic

Multimodality and the Elite Average Games 2021

Unit of work

Stage 6 English

Time required

60 minutes

Level of teacher scaffolding

Medium – teacher will have to facilitate class discussion, and guide students through engaging with patriotism and humour in Elite Average Games video.

Resources required

- A device capable of presenting a video to the class
- Appendix A: Student worksheet
- Student devices to read ‘Sports and race betting’ and the Guardian article online, or else printed copies of these websites

Keywords

Reclaim the Game, sports betting, race betting, elite average games, advertising, critical analysis, multimodal texts, developing an opinion, building a perspective on an issue, gambling, gambling addiction, persuasive techniques, GambleAware, mentimeter.

Teacher worksheet

Teacher preparation

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

Learning intention

Students will:

- understand the 'Reclaim the Game' initiative.
- explore the strategies employed by gambling companies to promote sports betting.
- appreciate the potential ramifications of sports and race betting through a variety of multimodal texts.
- reflect on and develop their personal perspective on the issue.

Success criteria

Students can:

- watch and analyse a range of short multimodal clips to identify contention, purpose and audience.
- evaluate the impact of sports betting on young people.

Teaching sequence

- 15 minutes - Part A: Reclaim the Game
- 20 minutes - Part B: Video analysis
- 15 minutes - Part C: Understanding sports and race betting
- 10 minutes - Reflection

Lesson introduction

Work through this resource material in the following sequence:

Part A:

Reclaim the game

Step 1

Watch the video: 'Reclaim the Game' advertisement with students.

Link: [youtube.com/watch?v=SXt6CdGRDVU&t=30s](https://www.youtube.com/watch?v=SXt6CdGRDVU&t=30s)

Step 2

Invite students to pair up and take part in a Think-Pair-Share. Ask students to chat to the person next to them and reflect on the following questions:

- 1. Why does the family take the phone away from the Dad?*
- 2. What do you think the Dad was doing while watching the cricket?*
- 3. What is the key message in this advertisement?*
- 4. Why do you think the video is entitled 'Reclaim the Game'?*
- 5. Did you notice any persuasive techniques being used? Make a list of what you saw being used.*

Note: Students may need to see the advertisement more than once.

Step 3

Bring students back as a class and discuss their answers to the above questions. Students should have an understanding that this advertisement is intended to deter people from allowing gambling to distract them from enjoying sport, and to empower them to enjoy their sport for the pure joy of it.

Part B:

Video analysis

Step 1

As a class, watch the video: [2021 Elite Average Games](#)

Link: [youtube.com/watch?v=2_ZPQX1x3LA](https://www.youtube.com/watch?v=2_ZPQX1x3LA)

After viewing, ask students what they think the point of such a video is. Who is the target audience and why do they think this particular audience has been targeted in the video? Direct them to notice it is a construction of SportsBet, an online gambling company.

Step 2

Following this, distribute Appendix A to students.

Watch the video again, and have students note down the different sports, and their ideas about what makes each of them funny, and what impact such a video might have on an audience's perspective on SportsBet as a company.

Have students consider -

- 1. What language is used in the clip?**
- 2. What sports are highlighted and why do they think these particular athletes and sports were selected?**
- 3. What mood is set by the music used in the video?**
- 4. What is the final (lasting) message of the video?**
- 5. Would this video shape how you saw gambling and sport? Why/why not?**

Step 3

Have students share their thoughts in a whole class discussion. Develop an understanding as a class about how this video is a construct designed to position audiences to perceive SportsBet as both a patriotically Australian company, and also one with a good sense of humour. Facilitate a conversation with students about how this characterisation of a company is effective advertising for gambling, and how this could be problematic for young people.

Part C:

Understanding sports and race betting

Step 1

Direct students to the information about sports and race betting on the [GambleAware website](https://www.gambleaware.nsw.gov.au/learn-about-gambling/how-gambling-works/sports-and-race-betting).

Link: [gambleaware.nsw.gov.au/learn-about-gambling/how-gambling-works/sports-and-race-betting](https://www.gambleaware.nsw.gov.au/learn-about-gambling/how-gambling-works/sports-and-race-betting)

Step 2

Ask students to explore the information, and choose a word, phrase and sentence that particularly stood out to them from the website. Collate this thinking, whether that be physically on the whiteboard, or digitally through a shared document, padlet, or tool like [mentimeter](https://www.mentimeter.com).

Are students able to articulate *why* these particular phrases (etc) stood out to them?

Link: [mentimeter.com](https://www.mentimeter.com)

Step 3

Based on this collation of student words, phrases and sentences, facilitate a discussion with students about the similarities and differences in the ideas presented. This could take the form of a class discussion, a debate on the different sides of the question or a corner's activity. Was there anything that shocked them, or that they didn't expect?

- Do they think there should be accountability from companies like SportBet?

Corner's activity – You can use the four corners of your classroom or even 2 or 3. In this case it might be more pertinent to use the two sides of the room and the centre. You will give an option for each side of your room with those who are unsure about their position on the issue to stand in the centre. Ask for a student with strong opinions to begin by verbalising their position on the issue. Students can then argue the point or shift their position in the class if they have altered their perspective on the issue. Continue as long as desired.

Reflection

Read the following article: [The Guardian: Gambling advertisements banned from big bash league matches in NSW](https://www.theguardian.com/sport/2020/oct/23/gambling-advertisements-banned-from-big-bash-league-matches-in-nsw).

Link: [theguardian.com/sport/2020/oct/23/gambling-advertisements-banned-from-big-bash-league-matches-in-nsw](https://www.theguardian.com/sport/2020/oct/23/gambling-advertisements-banned-from-big-bash-league-matches-in-nsw)

Ask students to use the language choices discussed in Part C, and the learning throughout this lesson, to reflect on why sports betting can be so problematic. This reflection may be a general critique, or a more personal commentary on their individual position on the issue. Students are encouraged to use this reflection as a way to determine their perspective on this issue. Students may find that their point of view on gambling and companies such as SportsBet have shifted throughout the lesson.

Differentiation

- Each of the discussion points may need to be supported more actively or students asked to voice their opinion facilitated by teachers as appropriate.
- Students may require a list of persuasive techniques.
- Students may require extra scaffolding and support regarding the issue in case they themselves are the ones being targeted by gambling companies therefore making identification of techniques more problematic.

Extension

- Students could develop a range of further discussion questions for the Corner's activity.
- Students could watch the following clip and analyse the Gruen panel's response to gambling ads. Do they agree or disagree with your opinion? What did they add to or change about your thoughts on advertising? Do you think advertising has changed at all in their approach since these early targeted ads?

Link: <https://www.youtube.com/watch?v=RtdlVTBuSwg>

Teacher reflection

Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

How are you going to get there?

Appendix A

Video analysis table

Sport #	Name and description of sport	Connection to Australian stereotype/ humor – what makes it funny?
1		
2		
3		
Ad Break		
4		
5		
6		

Overall, how does this video position an audience to view SportsBet?