

7

State of Play

February 2024

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Activity introduction

Quick summary

Students will explore online multimodal texts in this lesson, to determine the components and intent of such material. They will consider the function of embedded video, and the impact of elements such as the comments. Students will use this analysis to develop their understanding of gambling and the risks that can face young people, to develop their own text designed to educate young people about the importance of being ‘gambling aware’.

Learning intentions

Students will:

- Understand the difference between a ‘literary’ text and a ‘functional’ text.
- Explore the construction of a digital, multimodal text.
- Reflect on the differences between online gambling and poker machines.

21st-century skills

Communicating

Critical thinking

Digital literacy

Empathy

Personal and social skills

NSW Syllabus outcomes

- **EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- **EN11-7** understands and explains the diverse ways texts can represent personal and public worlds
- **EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning

General capabilities

Literacy

Information and communication technology (ICT) capability

Critical and creative thinking

Personal and social capability and intercultural understanding

Stage 6 Syllabus objectives

Objective A

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:

- communicate through speaking, listening, reading, writing, viewing and representing.

Objective D

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:

- express themselves and their relationships with others and their world.

Topic

State of Play

Unit of work

Stage 6 English

Time required

60 minutes

Level of teacher scaffolding

Low – some facilitation of discussion, but students for the most part will move independently through the content.

Resources required

- A device to navigate and read through online articles independently
- Appendix A: Student worksheet
- A range of multimodal texts for students to explore

Keywords

Online gambling, poker machines, multimodal texts, text analysis, English, problem gambling, video analysis, *State of Play*, online opinions, keyboard warriors, exploring an issue, gambling worksheets.

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 difference between a 'literary' text and a 'functional' text.
- explore the construction of a digital, multimodal text.
- reflect on the differences between online gambling and poker machines.

Success criteria

Students can:

- analyse the components of a multi-modal text.
- determine the purpose and intent of embedding video testimony.
- construct a comment in response to the material presented in a multi-modal text.

Teaching sequence

- 15 minutes - Part A: Introduction to digital texts
- 30 minutes - Part B: State of Play part 1: Online gambling
- 30 minutes - Part C: State of Play part 2: Poker machines
- 15 minutes - Reflection

Lesson introduction

Work through this resource material in the following sequence:

Part A:

Introduction to digital texts

Step 1

Lead students in a discussion of what constitutes a digital or multimodal text. Ask students what the difference is between a 'literary' text and a 'functional' text. Students could create a Venn Diagram in their notebooks, or on the board, to determine the similarities and differences.

You could also show a range of different texts and ask students to decide where they think it sits in the digital or multimedia realm.

Part B:

State of Play part 1:

Online gambling

Step 1

Distribute copies of Appendix A: Student worksheet to students. Students will need access to individual devices to explore each of the *State of Play* articles online and to work through the questions.

Tip: Ensure you discuss the importance of referring to gambling *harm* instead of gambling *addiction*. The term addiction can be stigmatising.

Part C:

State of Play part 2:

Poker machines

Step 1

Students should move onto the second article, focused on poker machines, and continue working through the questions in Appendix A.

Reflection

The final task in Appendix A is a reflection on the differences between the comments in each of the *State of Play* articles:

- 1. The comments about online gambling are much more defensive of gambling than the poker machine gambling – why do you think this is?***
- 2. Are gamblers sick? Addiction to other substances often elicits a different response from the media but messages regarding gambling are often very mixed. Why do you think the government and media outlets might send out both positive and negative messages regarding gamblers and gambling?***

Students might like to discuss their thinking with a partner before sharing as a class. Students should note down the ideas of the class on their worksheets.

Differentiation

- Students could prepare a short oral presentation about one or more of the questions in Appendix A, instead of completing a written sheet.
- Students may need additional support to find the information in order to answer the questions.
- Students may require additional help to see gambling as an issue.
- Students may require extra time in order to fully complete the worksheet.

Extension

- Based on their learning today, students can create a multi-modal text intended to increase awareness for young people about the importance of being 'gamble aware'.
- This could be in the form of a blog representing the information they have learned about gambling, and the risks of problem gambling, and embed videos, images and statistics drawn from the research you have completed.

Provisions for learning support

The text to speech function should assist students in engaging with the two articles.

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 – Student worksheet

State of Play part 1: Online gambling

Link: abc.net.au/news/2011-06-01/state-of-play-online-gambling/2730220?nw=0

Essential question

A letter to the editor is a presentation of a point of view on an issue currently being debated in a newspaper. Such letters are usually written by members of the public in response to a topical matter.

Understanding the structure of online news

Look at the ABC online news report [State of Play part 1: Online gambling](#). Consider the following

elements and make notes about how they contribute to the understanding of the article.

- Title and subheadings
- Embedded videos
- Statistics
- Images
- Podcasts
- Share your story
- Comments

Video analysis – ‘Peter’

Who is the story about?
What is it saying?
Where did this take place?
When did this happen?
Why did this happen?

How important is the self-narrative in convincing an audience?

Citing others' opinions

Who are the experts who are interviewed and offer comments?

Why might an audience consider them to be reputable and persuasive?

Comments: An important feature of online news is the inclusion of public opinion. What comment would you add about Peter's issues with gambling?
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What part of this article do you think has the most influence on stopping gambling harm: the statistics, the experts, the comments, the video of Peter or any other feature? Explain your answer.

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State of Play part 2: Poker machines

The following questions will require you to draw on the knowledge gained from the study of State of Play part 2: Poker Machines.

Link: abc.net.au/news/2011-06-08/state-of-play-poker-machines/2730464?nw=0

Video analysis

Watch the embedded videos of Ralph and Annie, and fill in the table below:

	Ralph	Annie
Who is the story about?		
What is it saying?		
What bias can you identify in this piece?		
Did it make you change your mind about gambling and gambling addiction? Explain your answer.		
Do you think that this story is common among gamblers? Explain your answer.		
Were the individuals in control of their gambling at any point? Explain your answer.		
What were the consequences that were faced in this person's experience? (Think about not only the individual but those who are around them in your response.)		
Do you think it would have been possible for these individuals to have changed the direction of their lives? Explain your answer.		

Appendix A – Student worksheet

Watch the video ‘Your stories’

Which story did you feel was the most difficult to listen to? Explain your reasoning and give examples from the text to support your point of view.

Citing others’ opinions

Who are the experts who are interviewed and offer comments? Why do you think these people were selected to give their views on the issue?

When the personal becomes public

How important is the comment space for the modern reader? Do you think the comments section is a good or bad thing on a news article? Explain your point of view. What comment would you add about poker machine playing?

What part of this article do you think has the most influence on stopping gambling harm: the statistics, the experts, the comments made in reference to gambling harm?

Explain your answer.

Reflection task

The comments about online gambling are much more defensive of gambling than poker machine gambling – why do you think this is?