10

A future world, free of gambling harm

GambleAware

NSW
GOVERNMENT

Activity introduction

Quick summary
Students will reflect on their learning and understanding of gambling, and gambling harm as a product of this unit of study. From this understanding, they will plan, write, edit and submit an imaginative piece of writing that explores a world free of gambling harm. It is suggested that students have attempted all 10 lessons in the resources before they can discuss the effects and potential benefits of a world free from gambling harm.

Learning intentions
Students will:

- Reflect on their understanding of gambling harm, including advertising, sports betting, poker machines, and gambling in games.

- Demonstrate their understanding of gambling harm on the individual and on society.

21st-century skills
Communicating

Community engagement

Creative thinking

Critical thinking

Empathy

Ethical behaviour

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

Critical and creative thinking

Personal and social capability

Ethical 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 B

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:

- use language to shape and make meaning according to purpose, audience and context.

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
A future world, free of gambling harm

Unit of work
Stage 6 English

Time required
60 minutes plus

Level of teacher scaffolding
Medium – students need to develop their ideas independently, but will need to be reminded of how to establish a setting, and how to structure a narrative.

Resources required
- Appendix A: Student worksheet

- Appendix B: Imaginative writing rubric

Keywords
Gambling harm, gambling, imaginative writing, setting, character, narrative, future world, gambling free, no more gambling, reflect on gambling, reflections on gambling, gambling issues, generate-sort connect-activate, eliminate gambling.

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 intentions

Students will:

- reflect on their understanding of gambling harm, including advertising, sports betting, poker machines, and gambling in games.
- demonstrate their understanding of gambling harm on the individual and on society.

Success criteria

Students can:

- represent their understanding of gambling harm through an imaginative writing piece.
- analyse and use language conventions and form to express complex ideas in a sustained piece of writing.
- edit their work for clarity and effect.
- reflect on their learning and writing process to determine areas of strength and improvement.

Teaching sequence

15 minutes - Part A: Activating prior knowledge

15 minutes - Part B: World building

15 minutes - Part C: Write

15 minutes - Reflection

Note –students will likely need time outside the classroom to complete their imaginative texts.

Lesson introduction

Work through this resource material in the following sequence:

Part A: Activating prior knowledge

Step 1

Ask students to spend some time reflecting on what they have learned about gambling and gambling harm, throughout this unit of study. To develop a visual representation of this understanding, use the technique: Generate-Sort-Connect-Elaborate

Link: pz.harvard.edu/sites/default/files/Generate-Sort-Connect-Elaborate_0.pdf

1. **Generate** a list of ideas and initial thoughts that come to mind when students think about gambling and gambling harm.

2. **Sort** ideas according to how central or tangential they are. Place central ideas near the centre and more tangential ideas toward the outside of the page.

3. **Connect** ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.

4. **Elaborate** on any of the ideas/thoughts that have been written so far by adding new ideas that expand, extend, or add to the initial ideas.

5. Continue generating, connecting, and elaborating new ideas until students feel they have a good representation of their understanding.

Part B: World building

Step 1

Explain to students that they will be writing an imaginative futuristic narrative about a world free of gambling harm. Ask students to imagine themselves 20 years in the future, when gambling harm has been eliminated. Pose the following questions to students to help them imagine this world:

1. *How was gambling harm eliminated in your world? Was gambling as a whole banned? Or were specific components of gambling banned, like poker machines or loot boxes?*

2. *Has anything replaced gambling in those spaces? How has the government, or the companies, replaced the income they derived from gambling?*

3. *Do casinos still exist?*

4. *Was there any pushback from Australian society about the removal of activities that led to gambling harm?*

5. *Were any particular laws passed to achieve this future?*

6. *Has there been any unintended side-effects to this attempt to eradicate gambling harm?*

7. *Has gambling really gone or has it simply gone underground or onto the dark web?*

Step 2

Based on their reflection on the prompt questions, ask students to develop the setting for their narrative. Encourage students to:

- Use sensory details to immerse readers in the environment of the narrative, and allow students to show, rather than tell. Use descriptions of buildings, nature and weather to build a world for the narrative to be set within.

- Describe real-life locations in their lives now, and imagine them in 20 years' time. What does the local pub look like now, or the MCG? What has changed over the last two decades?

- Incorporate figurative language to evoke an image in the reader's mind's eye.

Step 3

Consider the five part narrative structure, and ask students to map out their narrative to this outline:
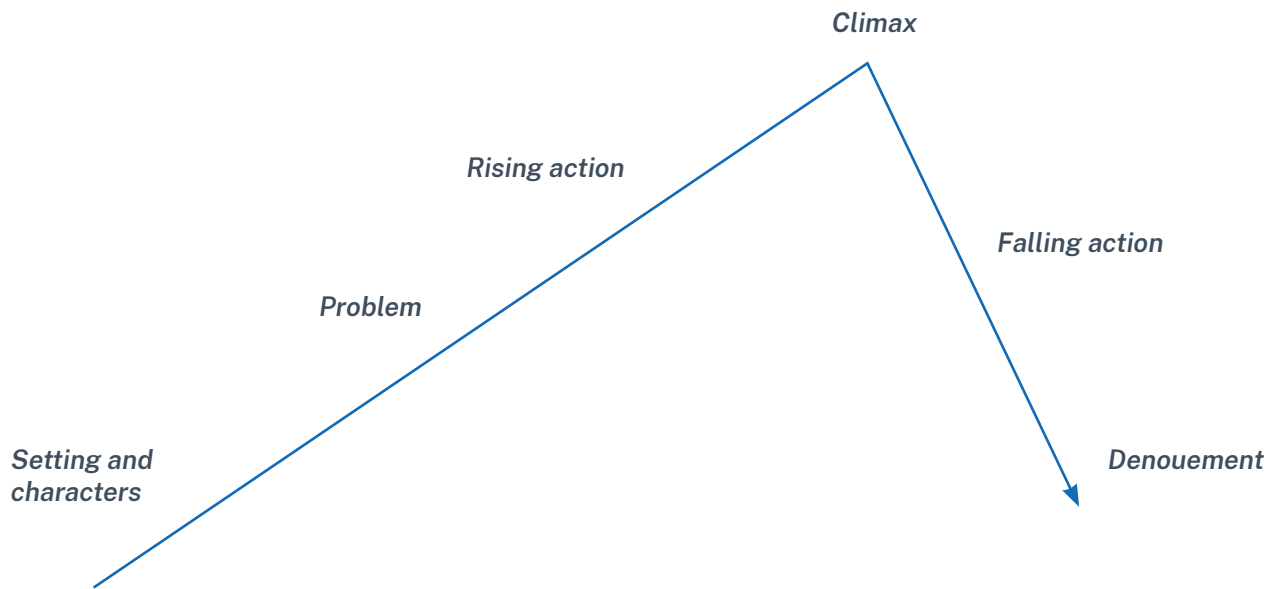
Students are encouraged to experiment with the structure, and to vary the order in which each occurs in their narrative.

Part C: Write

Step 1

Provide students with time to write their narratives. This may happen during class time, or they may have time outside of class to craft their responses.

Step 2

Place students into pairs to complete peer feedback. Students should bring their writing in hard copy, and their peer should read their story and provide 'Two stars and a wish' – two things they were impressed by, and one thing they wished the writer added/changed.

Reflection

When students have completed their narrative, they should write a 250-word personal reflection on the purpose of their writing, and how it is engaged with the learning of this unit. Students will need to:

- Explain how the texts they have read and engaged with throughout this unit of study influenced them in this piece of writing.

- Justify their choices about the most effective way of exploring a world free of gambling harm.

- Reflect on and assess their learning experience throughout their writing process.

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

Imaginative writing: A world free of gambling harm

Your task is to write your own imaginative text about a world free of gambling harm.

Your final piece of writing will be a maximum of 1,000 words. You should allocate time to planning, writing and editing your piece.

You will be marked on:

- Your demonstrated understanding of the effects of gambling on our world.

- Your exploration of how humanity responded to the removal of gambling.

- Structure of the writing (look above).

- Clarity and flow of writing.

- Use of sensory and descriptive language to bring the world to life for the reader.

You are also required to submit a 250 word (maximum) personal reflection on the purpose and intent of your imaginative text. In this reflection, you will need to:

- Explain how the texts you have read and engaged with throughout this unit of study influenced you in this piece of writing.

- Justify your choices about the most effective way of exploring a world free of gambling harm.

- Reflect on and assess your learning experience throughout your writing process.

Appendix B

Imaginative writing assessment rubric

Imaginative writing assessment rubric and marking guidelines

Criteria	Marks
• Composes an engaging piece of writing that effectively responds to the question. • Crafts language effectively to convey a mood or atmosphere appropriate to the question. • Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form. • Assesses learning and writing process thoughtfully, considering strengths and areas for improvement.	25-30
• Composes a competent piece of writing that responds to the question • Crafts language competently to convey a mood or atmosphere appropriate to the question. • Demonstrates competent control of language and structure appropriate to audience, purpose, context and selected form. • Assessed learning and/or writing process, considering some strengths and areas for improvement.	19-24
• Composes a piece of writing that responds to the question adequately. • Uses language adequately to convey a mood or atmosphere appropriate to the question. • Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form. • Assesses learning and/or writing process, considering some strengths and areas for improvement.	13-18
• Composes a piece of writing that attempts to respond to the question. • Uses limited language to convey a mood or atmosphere appropriate to the question. • Demonstrates limited control of language and structure. • Reflects on strengths and areas for improvement.	7-12
• Attempts to compose a piece of writing. • Attempts to create a mood and atmosphere through language choices. • Attempts to control language with limited success. • Partial reflection that describes their learning process.	1-6