



VCE VOCATIONAL MAJOR -
LITERACY

UNIT 3

POTENTIAL INFLUENCES

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation



Acknowledgements

- Project sponsor:** Shane Lucas, Chief Executive Officer, Victorian Responsible Gambling Foundation
- Resource authors:** Lee Kindler, Multifangled Pty Ltd
- Resource editors:** Mark Riddiford, Senior Prevention Advisor (Education) and Andrea Hince, Senior Communications Advisor, Victorian Responsible Gambling Foundation
- Designer:** Ben Galpin Graphic Design

First published 2016

Reprinted with amendments 2023



© The Victorian Responsible Gambling Foundation and licensed for re-use under the Creative Commons Attribution 3.0 Australia licence.

responsiblegambling.vic.gov.au/copyright

Victorian Responsible Gambling Foundation

Address: Level 6, 14–20 Blackwood Street, North Melbourne, Victoria 3051
Mail: PO Box 2156, Royal Melbourne Hospital, Victoria 3050
Ph: (03) 9452 2600
Website: responsiblegambling.vic.gov.au
Email: contact@responsiblegambling.vic.gov.au

Contents

Introduction.....	1
Be Ahead of the Game resources for VCE Vocational Major.....	2
Resource overview for this unit.....	3
Resource focus.....	3
Resource structure.....	3
Resource requirements.....	3
Summary of activities.....	4
Curriculum links.....	5
Learning activities: teacher notes.....	6
1. Tuning in.....	6
2. What's in a report?.....	11
3. Planning, drafting, and publishing a report.....	12
4. Reflecting on the report.....	13
Additional activities.....	14
Unit Planner.....	15
Appendix 1 Student worksheet - Potential influences.....	16
Appendix 2 Write a report about gambling influences.....	18
Appendix 3 Sample report.....	20
Appendix 4 Language features used in a report.....	21
Appendix 5 Reading a report questions.....	22
Appendix 6 Planning a report.....	24
Appendix 7 Reflection questions.....	26
Appendix 8 Assessment rubric.....	28

BE AHEAD OF THE GAME

Introduction

What is Be Ahead of the Game?

Be Ahead of the Game is a school education program about the risks of gambling. Drawing on the latest research, the program's free, curriculum-aligned resources support the whole school community to help students navigate the rapidly evolving gambling landscape and avoid harm from gambling.

Be Ahead of the Game resources are co-developed by the Victorian Responsible Gambling Foundation and Victorian teachers and education professionals. It's one of the ways the Foundation works towards reducing harm from gambling in our communities. The Be Ahead of the Game program offers:

- face-to-face information sessions for teachers, parents and students about the risks of gambling and gaming
- curriculum-aligned teaching resources covering a variety of subject areas
- tools for parents, teachers and schools to develop a gambling harm prevention strategy.

To find out more, visit beaheadofthegame.vic.gov.au.

What's the issue?

Gambling has never been more heavily promoted and accessible to young people. Saturation levels of advertising during sport makes it feel like a normal part of the game, while online games and apps put gambling and simulated gambling within easy reach of all age groups. Be Ahead of the Game helps young people cut through the myths and the marketing to be able to think critically about gambling and gaming.

If you are concerned that gambling is affecting a student or someone they know, you can refer them to our free and confidential Gambler's Help Youthline support service on 1800 262 376 or at gamblershelp.com.au/youthline

Educators and parents can also contact this service for advice or visit gamblershelp.com.au for more information.

Be Ahead of the Game resources for VCE Vocational Major

The Victorian Responsible Gambling Foundation provides resources to support the delivery of the Victorian Certificate of Education Vocational Major (VCE VM) subjects. VCE VM is accredited at two levels: Year 11 Units 1 and 2, and Year 12 Units 3 and 4. The qualification levels cater for a range of students with different abilities and interests, and support development of personal, workplace and subject-specific skills, knowledge, and attributes. They are designed to help students make informed choices about employment and education pathways.

The Foundation's VCE VM resources support the achievement of outcomes in:

- Literacy
- Numeracy
- Personal development skills.

The following table lists the resources, curriculum areas, units and outcomes that are supported. Detailed curriculum alignment can be found in each resource.

	Literacy							
	Unit 1		Unit 2		Unit 3		Unit 4	
Outcome	1	2	1	2	1	2	1	2
Love the game	●	●						
Potential influences					●	●		

	Personal development skills											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Knowing the score					●	●						
Knowing when it's a concern										●	●	●

	Numeracy											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Finances and gambling	●	●	●									
What are the chances?				●	●	●						
Earnings, expenditure, and gambling							●	●	●			
Odds and probability										●	●	●

Note: Not all learning outcomes from a VCE VM unit are covered in each resource.

Resource overview for this unit

Resource focus

This Literacy resource addresses learning outcomes for students working towards Unit 3 of VCE VM Literacy.

Students will consider the potential influences shaping the attitudes of themselves and others toward gambling. This may include increased access to gambling, apps and video games that simulate gambling, proliferation of gambling advertising, and peer attitudes to gambling.

Students will write a report for a sporting club that explains the influences on attitudes towards gambling. Following planning, drafting and editing the report, students will reflect on their project and complete a self-assessment using a rubric.

Resource structure

This resource consists of:

- information for teachers on how to deliver the activities
- worksheets, templates and resources for students
- a rubric for self-evaluation and assessment.

There are four activities in this resource:

1. Tuning in
2. What's in a report?
3. Planning, drafting, and publishing a report
4. Reflecting on the report.

Resource requirements

For the learning activities described in this resource, students must have access to:

- computers with online capability
- the resources included in this document.

Summary of activities

Activities	Activity overview	Resource requirements
1. Tuning in – 60 minutes	<ul style="list-style-type: none"> • Watch presentation on what influences attitudes to gambling. • Group discussion. • Answer questions about attitudes to gambling. 	<ul style="list-style-type: none"> • Potential Influences Prezi presentation • Student worksheet – Potential influences (appendix 1)
2. What’s in a report? 60 minutes	<ul style="list-style-type: none"> • Discuss requirements for the report. • Read a sample report. • Answer questions about the sample report. 	<ul style="list-style-type: none"> • Write a report about gambling influences (appendix 2) • Sample report (appendix 3) • Language features used in a report (appendix 4) • Reading a report questions (appendix 5) • Assessment rubric (appendix 8)
3. Planning, drafting and publishing a report – 5 × 60 minutes (approx.)	<ul style="list-style-type: none"> • Complete a planning template to assist in creating the report. • Plan, draft and publish the report. 	<ul style="list-style-type: none"> • Write a report about gambling influences (appendix 2) • Sample report (appendix 3) • Planning a report (appendix 6) • Assessment rubric (appendix 8) • Computers with access to the internet and word processing software.
4. Reflecting on the report – 60 minutes	<ul style="list-style-type: none"> • Reflect on the report and the issues explored during its creation. • Complete a reflection and self-assessment using a rubric. 	<ul style="list-style-type: none"> • Reflection questions (appendix 7) • Assessment rubric (appendix 8)

This resource is available at
beaheadofthegame.vic.gov.au

Curriculum links

The activities in this literacy resource are designed to help students develop knowledge and skills in:

- accessing and understanding informational, organisational, and procedural texts
- creating and responding to informational, organisational, and procedural texts.

The information provided in the resources has been adapted from the **VCE VM Literacy study design**. Additional support materials are available at the Victorian Curriculum and Assessment Authority website: vcaa.vic.edu.au/.

Activity alignment to VCE VM Literacy learning outcomes

The activities in this resource support development of the following outcomes in VCE VM Literacy:

Unit 3

<i>Area of Study 1: Accessing and understanding informational, organisational and procedural texts</i>	Outcome 1 On completion of this unit, the student will demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational, and procedural texts.
<i>Area of Study 2: Creating and responding to informational, organisational and procedural texts</i>	Outcome 2 On completion of this unit, the student will be able to create organisational, informational, and procedural texts that reflect a specific workplace or vocational experience.

Summary of activities and outcomes

	Activity 1 - Tuning in	Activity 2 - What's in a report	Activity 3 - Planning, drafting and publishing a report	Activity 4 - Reflecting on the report
Unit 3, Outcome 1	●	●		●
Unit 3, Outcome 2	●		●	●



Learning activities: teacher notes

1. Tuning in

Activity overview

In this activity, students will watch the presentation 'Potential influences' on what influences our attitudes toward gambling. They will make notes about the presentation and participate in a group discussion.

Students will complete a worksheet with questions exploring attitudes to gambling.

Learning intentions

- To understand the influences shaping gambling attitudes.
- To explore an issue by participating in a group discussion.
- To identify key points in a presentation.

Success criteria

- Describe the influences that shape gambling attitudes.
- Actively listen and contribute to a group discussion.
- Take notes on presentation key points.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

- **Potential Influences presentation** - download Prezi presentation at <https://prezi.com/view/R9gH5Gx2e4UUWYAXVQTc/>
- **Student worksheet - Potential influences** (appendix 1).

Activity description

1.1 Presentation and class discussion

Watch the **Potential Influences presentation** about what affects our attitudes to gambling.

Lead a class discussion about potential influences on gambling attitudes. Discussion prompts and suggestions are provided in the script and teacher notes following this section.

Instruct students to take notes during the presentation. These can be used when answering the questions on the worksheet and in the next activity.

For more discussion about the influence of advertising on attitudes to gambling, you may wish to show students the following videos:


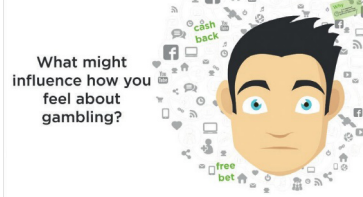

- Love the game not the odds (<https://www.youtube.com/watch?v=2TyTSgz530w>)
- Love the Game Month (www.youtube.com/watch?v=Fth8wbwxU10)
- Easton Wood talks to The Project (<https://www.facebook.com/watch/?v=398445067435303&ref=sharing>)

1.2 Questions


Instruct students to complete **Student worksheet - Potential influences**.

Share and discuss answers.



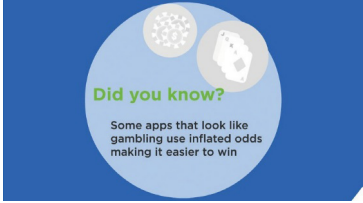

Potential influences presentation – script and teacher notes



Slide	Teacher – slide script	Teacher notes
	<p><i>There are lots of influences that can affect our attitudes to gambling.</i></p> <p><i>Gambling can be risky and can cause harm.</i></p> <p><i>So, it's important to think about what influences our attitudes to gambling because understanding these influences will help us to make better decisions about gambling.</i></p>	<p>Inform students that they will be watching a presentation about what influences our attitudes to gambling.</p> <p>Let students know that you will be asking them questions during the presentation to stimulate discussion.</p>
	<p><i>Think about your personal experiences and attitudes to gambling.</i></p> <p><i>What might influence how you feel about gambling?</i></p>	<p>Ask students what might influence how they feel about gambling?</p> <p>Influences can include:</p> <ul style="list-style-type: none"> • advertising • accessibility • peers • games that look like gambling.
	<p><i>Some external influences can include:</i></p> <ul style="list-style-type: none"> • advertising • accessibility • peers • games that look like gambling. <p><i>We are going to have a look at each of these areas in more detail.</i></p>	

Learning activities: teacher notes

Slide	Teacher – slide script	Teacher notes
	<p><i>Advertising can influence people's attitudes to gambling.</i></p> <p><i>In 2022, \$309.2 million was spent on gambling advertising in Australia, an increase of 7.7 per cent from \$287.2 million in 2021.[^]</i></p> <p><i>Gambling ads often use the word 'betting' instead of 'gambling', but they mean the same thing.</i></p> <p><i>Gambling ads are everywhere. In fact, 948 gambling ads were shown on Australian free-to-air TV a day in 2021.</i></p> <p><i>That's an increase of 253% from 2016.</i></p> <p><i>Most gambling ads on TV are shown during sports programs. Two-thirds of these are shown between 6am and 8:30pm, when large numbers of young people are watching.</i></p> <p><i>New technology has increased the ways that gambling ads can reach us. We now see ads on our phones through apps and social media.</i></p> <p><i>Gambling ads try to persuade us that gambling is normal, fun, and risk-free. They also use 'cash-back' and 'bonus-bet' offers to entice people to gamble by giving the false impression that there's a higher chance of winning.</i></p>	<p>Discuss the potential influence of advertising on students' attitudes towards gambling. The following questions can be used to guide this discussion.</p> <ul style="list-style-type: none"> • How many of you have seen a betting or gambling advertisement in the last week? Where have you seen them? • Have you noticed an increase in these types of advertisements? • What's the purpose of an advertisement? • Why do you think a gambling or betting advertisement wouldn't tell you about the downsides or risks of gambling? • How do you think seeing and hearing lots of advertisements that only present the positive side of betting or gambling might affect the way you think about it? • What effects could these advertisements have on younger children?

[^] Source: Nielsen Ad Intel, estimated advertising spend based on monitored media channels and outlets, Jan 1 to Dec 31 2022 (2022), Jan 3 2021 to Jan 1 2022 (2021)

Slide	Teacher – slide script	Teacher notes
	<p><i>Have you ever noticed online games that look like gambling but aren't quite the real thing because you can't win money?</i></p>	<p>Discuss the potential influence of games that look like gambling on students' attitudes. The following questions can be used to guide this discussion.</p> <ul style="list-style-type: none"> • Have you noticed games that look like gambling but aren't quite the real thing because you aren't risking real money?
	<p><i>Have a look at these two pictures. Can you tell which one is a real gambling app?</i></p>	<ul style="list-style-type: none"> • How do you think games that look like gambling influence the way people see gambling? • How do you think games that look like gambling might encourage people to take up gambling with money?
	<p><i>Example A is from a gambling website. Example B is from a game. It's very hard to tell them apart. Gambling games can make people familiar with gambling. They make gambling seem like a normal part of life. Some games that look like gambling make it easier to win. This can give people an unrealistic view of gambling.</i></p>	<ul style="list-style-type: none"> • Do you ever see ads for gambling when you are playing online games? • Have you ever come across gambling within a game (e.g. a poker game inside an action/adventure game)?
	<p><i>We may be more likely to gamble if our friends are doing it. When people around us gamble, it can seem like an ordinary part of life. We also might want to join in to feel part of the group. Often, we don't get an accurate picture of the risks of gambling when we talk to our friends about it. People are more likely to talk about their wins than their losses.</i></p>	<p>Discuss the potential influence of peers on students' attitudes towards gambling. The following questions can be used to guide this discussion:</p> <ul style="list-style-type: none"> • If your friends gambled, how would it affect the way you feel about gambling? • If a friend gambled, do you think they would tell you about the money they had lost, or only the money they had won? • Why might this be?

Slide	Teacher – slide script	Teacher notes
	<p><i>Gambling is now accessible 24/7 through smartphones and gambling apps, putting gambling at our fingertips.</i></p> <p><i>This can affect how we think about gambling.</i></p> <p><i>Because it is so easy to do, we might not consider the risks involved.</i></p>	<p>Discuss the potential influence of accessibility on students' attitudes. The following questions can be used to guide this discussion:</p> <ul style="list-style-type: none"> • If something is easy to access, what impression does that give in terms of how risky it is? For example, if cigarettes were easy to access, would that change how safe you think they are to use? • If gambling is easy to access, would that change how risky you think it is? • If gambling is easy to access, do you think that might mislead some young people to underestimate the risks involved?
	<p><i>It's important to be aware of the potential influences on our gambling attitudes.</i></p> <p><i>The more we understand what influences us, the better equipped we are to avoid harm from gambling.</i></p>	<p>Discuss why it is important for students to be aware of these potential influences that may be shaping their attitudes towards gambling. The following questions can be used to guide this discussion:</p> <ul style="list-style-type: none"> • What are the risks of gambling? • How can the influences that we talked about affect how we feel about the risks of gambling? • How can knowing the influences on our attitudes help us to make more informed decisions about gambling?

2. What's in a report?

Activity overview

In this activity, students are provided with details about the task they will complete. The task involves writing a report about gambling influences for a local sporting club to help the club promote responsible gambling. Students will be required to reflect on the influences that encourage young people to gamble.

Students will be given an assessment rubric to assist in creating their report.

Students read a sample report and discuss the language, tone and structure. They answer questions about the report to demonstrate their understanding of the task.

Students annotate the sample report with key information, thoughts and questions.

Learning intention

- To understand the requirements of the report writing task.
- To identify the purpose and audience of a report.
- To identify the structure and features used in a report.

Success criteria

- Read and discuss the information in the task description.
- Answer questions about the sample report.

Duration

Approximately 60 minutes.

Resource requirements

This activity is supported by the following resources:

- **Write a report about gambling influences** (appendix 2)
- **Sample report** (appendix 3)
- **Language features used in a report** (appendix 4)

- **Reading a report questions** (appendix 5)
- **Assessment rubric** (appendix 8)

Activity description

2.1 Introducing the task

Provide students with:

- **Write a report about gambling influences** (task description)
- **Assessment rubric.**

Read through the task description and the rubric with students to ensure they understand the task.

2.2 Reading a report

Read through the annotated **Sample report** with students (Appendix 3). You may wish to print off an enlarged form of the sample text to display in the classroom as a reference for students.

Discuss the purpose and audience of the sample report.

Point out the structure of the report (title, definition/classification, description, conclusion).

Discuss the **Language features used in a report**. These include:

- present tense
- use of headings and subheadings
- technical terms
- nouns
- third person pronouns, rather than first person pronouns
- formal tone
- linking verbs.

Instruct students to answer the questions about the sample report included in **Reading a report questions**.

3. Planning, drafting, and publishing a report

Activity overview

In this activity, students plan, draft and publish their report with the help of a planning template.

Learning intention

- To plan, draft, edit and publish a report.

Success criteria

- Find information to use in the report.
- Complete a planning template.
- Create tables and graphics.
- Write a draft.
- Edit and produce a final copy.

Duration

Approximately 5 × 60 minutes. This will depend on the time students require to research and write their report.

Resource requirements

This activity requires the following resources:

- **Write a report about gambling influences** (appendix 2)
- **Sample report** (appendix 3)
- **Planning a report** (appendix 6)
- **Assessment rubric** (appendix 8)
- Computers with access to the internet and word processing software.

Activity description

3.1 Planning the report

Provide students with **Planning a report**.

Remind students of the requirements of the report in **Write a report about gambling influences**.

Encourage students to look at the **Assessment rubric** so they understand all the elements they are expected to include.

Revise the structure of a report (title, definition/classification, description, conclusion).

Support students in searching for information, using the list of resources in the task description (Appendix 2).

Support students as they create their plan.

You may wish to display the **Sample report** for students to refer to when writing their report.

3.2 Drafting the report

Remind students of the language features discussed in the sample report.

Support students with writing their report.

3.3 Editing the report

When a draft is completed, instruct students to use the **Assessment rubric** to check they have included all the necessary elements.

Encourage students to proofread their report, as well as seek feedback from peers and educators.

3.4 Publishing the report

Instruct students to complete and submit a final version in an appropriate document format.

4. Reflecting on the report

Activity overview

In this activity, students reflect on the creation of their report, as well as the influences on gambling attitudes described in the report.

Students complete a worksheet with reflection questions and a self-assessment using a rubric.

Learning intention

- To reflect on the strengths and weaknesses of the report.
- To reflect on learnings about the influences on gambling attitudes.

Success criteria

- Describe what went well and what could be improved in the report.
- Describe learnings about the influences on gambling attitudes.
- Use an assessment rubric to reflect on their own performance in writing the report.

Duration

60 minutes.

Resource requirements

This activity requires the following resources:

- **Reflection questions** (appendix 7)
- **Assessment rubric** (appendix 8)

Activity description

Have a class discussion reflecting on the report, and what students learned about the influences on gambling attitudes. Use the following questions to promote discussion:

- What problems did you encounter while working on the report? How did you resolve them?
- What is one thing you could do in your next report that would improve your writing?
- What sources did you use for your report?
- What did you discover from writing this report?
- After reading your report, do you think the sporting club will have the information they need to promote responsible gambling?
- What do you think influences your attitudes to gambling?
- How do you think we can promote responsible gambling?

Instruct students to complete the **Reflection questions**. They should also complete a self-reflection on their performance by marking the boxes in the **Assessment rubric**.

You may also wish to use the rubric to assess students and provide feedback or for peer assessment.

Additional activities

The following lesson ideas build on the existing activities in this resource. These aim to provide wider coverage of Outcomes 1 and 2 of Unit 3 in the VCE Vocational Major - Literacy. Teachers can expand upon and adapt these ideas to suit the needs of their students.

Online survey

Read the article '**AFL to stick with gambling ads despite more than 75% of fans supporting bans**'. Create an online survey that measures attitudes to gambling among the school community. Present the findings in a report or infographic. This could be shared in the newsletter or other school publications.

Explainer: Online gambling and political donations

Research examples of 'explainers' on various news websites, identifying common structures and features. Students research and develop a presentation explaining the issue of online gambling companies giving donations to political parties.

Investigating types of texts used in the workplace

Students view the Victorian Responsible Gambling Foundation website and compile a list of all the types of texts that are available on the website. Students consider the audience and purpose for each type of texts. Working in small groups, students choose a text type and research how it is commonly structured, common formats, and the types of language used.

Write advice on how to reduce the risk of gambling harm

Students research tips and strategies for reducing or preventing harm from gambling. They choose a target audience and write a list of instructions about how to reduce their risk of experiencing harm. Students can find resources on gamblershelp.com.au/Take the first step to lower your risk. This could be published as a blog or a presentation.

Reflecting on and writing taglines

Students read about the **new taglines** online gambling companies must include with advertisements and reflect on their effectiveness in targeting young people. They then write their own taglines targeted to this demographic, which could be shared on their school's social media channels.

Compare and contrast different texts for similar purposes

Students look at the infographic '**Gambling among secondary school students**' and the report '**The prevalence and correlates of gambling in secondary school students in Victoria**'. Students evaluate each texts' effectiveness in delivering the information and consider how different types of informational texts may be more effective, depending on their purpose and target audience.

Annotate and analyse an AI generated report

Students use ChatGPT to generate reports on topics related to gambling, choosing an audience and purpose for the report. Students annotate the reports, highlighting the structure and language features used. Students also evaluate how effectively the report communicates to the chosen audience and suggest ways it could be improved.

Develop a school policy on gambling

Students research various policies on their school's website, discussing their purpose and intended audience, as well as common structures and features. Students develop a school policy on gambling. It should identify what is acceptable at school around gambling, promote awareness of the risks of gambling, and outline what support is available for students affected by gambling.

Analysing and creating infographics

Students study the following infographics on the Victorian Responsible Gambling Foundation's website. After analysing the elements used to present the information (for example, headings, fonts, pictures, colour, numbers, and graphs), and considering its audience and purpose, students evaluate the infographic's effectiveness and suggest improvements.

- **Gambling in Victoria: how it stacks up**
- **Gambling among secondary school students**
- **Young people and gambling Information for parents and teachers**

After viewing the **Gambling in Victoria** page on the Victorian Responsible Gambling Foundation **website**, students create an infographic to present information on a topic of their choosing.

Identify key elements of reports

Students download a report from the **Published research** section of the Victorian Responsible Gambling Foundation's **website** and identify tables of contents, headings, sub-headings, paragraphs and indexes in the report.

Students identify the purpose of these elements in a report.

Personal stories

Students view a selection of personal stories from people who have been directly affected by gambling on the Victorian Responsible Gambling Foundation's **YouTube channel**, and discuss the intended audience and purpose of these personal stories.

- Students compare the personal stories format with reports communicating information and analyse the benefits and drawbacks of providing information through a personal story compared to a report.

Unit Planner

Combining a number of these activities will help to further build students' awareness of the risks of gambling and meet the requirements of Outcomes 1 and 2 of Unit 3 in the VCE Vocational Major Literacy. The table below provides timelines and maps the activities to outcomes.

Activity	Approximate Time	Outcome
Creating and reflecting on a report <ul style="list-style-type: none"> • Tuning in • What's in a report? • Planning, drafting, and publishing the report • Reflecting on the report 	4 weeks	1 and 2
Online survey	3 weeks	1 and 2
Explainer: Online gambling and political donations	3 weeks	1 and 2
Investigating types of texts used in the workplace	2 weeks	1 and 2
Write advice on how to reduce the risk of gambling harm	1 week	1 and 2
Reflecting on and writing taglines	1 week	1 and 2
Compare and contrast different texts for similar purposes	1 week	1
Annotate and analyse an AI-generated report	1 week	1
Develop a school policy on gambling	2 weeks	1 and 2
Analysing and creating infographics	2 weeks	1 and 2
Identify key elements of reports	1 week	1
Personal stories	1 week	1



Student worksheet – Potential influences

1. What are some of the words and terms that people use for gambling?

2. What are four things that can influence your attitude towards gambling?

- a)

- b)

- c)

- d)

3. Where have you seen gambling advertising?

- ---
- ---
- ---

4. In what ways does gambling advertising try to influence how we see gambling?

- a)

- b)

- c)

Appendix 1 Student worksheet - Potential influences

5. How do games that look like gambling influence our attitudes to gambling?

a) _____

b) _____

c) _____

6. How can friends influence our attitudes to gambling?

a) _____

b) _____

7. Do you think that making gambling easier to access makes it seem less risky?

Yes No

Why/Why not?



Write a report about gambling influences

THE TASK

A local sporting club is concerned that some underage members of the club are gambling. They have asked you to write a report about the influences that encourage young people to gamble. The report will help the club raise awareness of the risks of gambling among young people.

Length

Your report should be 300-500 words long.

Presentation

Your report should be presented as a Word document and include pictures, tables or diagrams.

What do I need to include?

- A title which explains what your report is about.
- An introduction featuring a definition of gambling and a description of what will be covered in the report.
- A description of gambling influences.
- Paragraphs for each new category/topic.
- Headings for different categories/topics.
- A conclusion that summarises the information in the report.
- Pictures, tables or diagrams that support information in the text.
- Language appropriate to a report.

ASSESSMENT

Consult the Assessment rubric to find out what you should include in your report.

Where can I find the information I need?

You will need to research the topic. The following resources will help you create your report.

Gambling and young people

- **Gambling: pre-teens and teenagers** (Raising Children Network)
- **Gambling activity among Australian teenagers** (Australian Institute of Family Studies)
- **Gen bet: a plain English summary of research into gambling and young people** (Victorian Responsible Gambling Foundation)
- **Gambling and young people aged 18-24** (Gambling Help Online)
- **Pushing back against normalisation of gambling** (Victorian Responsible Gambling Foundation)

Accessibility

- **‘A massive public health problem’: Australian children as young as 10 are hooked on gambling** (The Guardian Australia)
- **Australian teens ‘inundated’ with gambling ads with YouTube most common platform, report states** (The Guardian Australia)
- **From TV to TikTok, young people are exposed to gambling promotions everywhere** (The Conversation)
- **Gambling advertising in Victoria** (Victorian Responsible Gambling Foundation)
- **What the parliamentary inquiry discovered about “gamble responsibly” in an age of smartphones** (ABC News)
- **Shining a light on dark marketing** (Victorian Responsible Gambling Foundation)
- **Sports betting becoming ‘normal’ – potentially leading to peer pressure and risky gambling** (Phys.org)
- **There are no age restrictions for gambling in video games, despite potential risks to children** (The Conversation)
- **Unlocking loot boxes: gaming hype, or gambling-like?** (Victorian Responsible Gambling Foundation)
- **What is the link between video gaming and gambling?** (Australian Institute of Family Studies)

General websites about gambling

- Australian Gambling Research Centre
- Gambler’s Help
- Gambling Research Exchange Ontario
- Victorian Responsible Gambling Foundation

Sample report

Title

Causes of global warming

Definition or classification

Global warming is the rise in temperature of the Earth caused by human activity. Over the last hundred years, the Earth's average surface temperature has increased about 1.1 degrees Celsius.

This is mostly due to higher levels of carbon dioxide in the atmosphere.

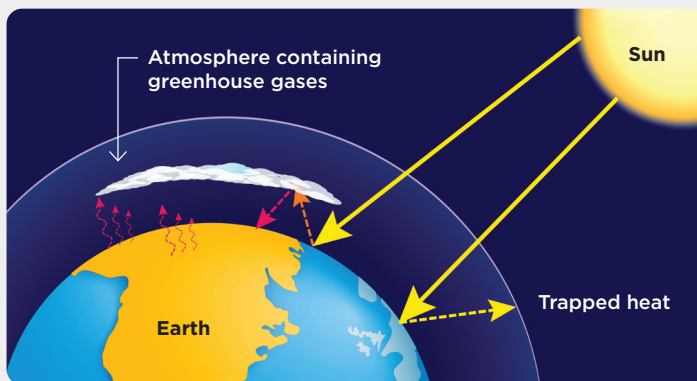
Global warming is a serious problem because it causes effects such as extreme weather, rising sea levels and severe bushfires.

There are three main causes of global warming – fossil fuel burning, deforestation and agriculture.

Fossil fuel burning

Fossil fuel burning is the largest contributor to climate change. Fossil fuels include coal, oil and gas. They are burnt to produce electricity and for transport and this releases greenhouse gases into the atmosphere. Greenhouse gases act like a blanket, trapping heat. When large amounts of greenhouse gases are released into the atmosphere, this causes the temperature on Earth to rise.

The main greenhouse gas is carbon dioxide and over 35 billion tonnes are released into the atmosphere every year from burning fossil fuels.



Description

Deforestation

When forests are cleared or burnt, large amounts of greenhouse gases are released into the atmosphere. Forests also act as carbon sinks. They absorb carbon dioxide and release oxygen. Without forests, more carbon dioxide stays in the atmosphere. This contributes to global warming.

Agriculture

Farming contributes significantly to global warming. Farm animals produce methane, which is a greenhouse gas. Some farms also use fertilisers that produce greenhouse gases.

Conclusion

Global warming is a critical problem that affects the health of the planet. Fossil fuel burning, deforestation and agriculture are three main causes of global warming.

← Gives a definition of global warming

← Describes what will be covered in the report

← Uses headings for different topics

← Uses technical language related to the topic

← Uses diagrams, tables and pictures

← Uses a new paragraph for each new feature/category

← Summarises the points covered in the report

Language features used in a report

Present tense For example, 'Global warming is a serious problem.' 'They are burnt to produce electricity.'	Reports are written in the present tense
Use of headings and subheadings For example, Fossil fuel burning, Deforestation, Agriculture	Organises the information and makes it easier to read
Technical terms For example, fossil fuels, greenhouse gasses, deforestation, atmosphere	Technical words are required to describe the topic in detail
Nouns or third person pronouns For example, global warming, farming, it, they, their	Reports are formal and usually don't use I, we or you
Linking verbs For example, act, are, made up of, caused by	Linking verbs help to describe an object, place or person.

Grammar words

Tense – shows whether the sentence is in the past, present or future.

Verbs – action words (for example, act, are, raise).

Noun – a word that names a person, animal, place or thing (for example, global warming, farming, methane, gas, forest).

Pronouns – words that can replace a noun (for example, I, you, we, he, she, it).



Reading a report questions

1. What is the purpose of this report?

2. Who might be the audience for this report?

3. Summarise the report in 1-2 sentences.

4. Give an example of the following that are used in the report:

A heading:

A technical word:

A linking verb:

A fact:

Appendix 5 Reading a report questions

5. Do you think this report is effective in explaining the causes of global warming? Explain your answer.

6. For what audiences would this report be ineffective?

7. What would you add to the report to improve it?



Planning a report

Use this template to help you plan your report.

Title

What is your report about?

Introduction

Introduce the topic and provide an outline of it.

Description

Include facts to describe the topic.

Heading: _____

- _____
- _____
- _____

Heading: _____

- _____
- _____
- _____

Heading: _____

- _____
- _____
- _____

Heading: _____

- _____
- _____
- _____

Conclusion

Summarise the topic.

Tables, figures and diagrams

What visual features will you include?

Technical vocabulary

What words might you use that are specific to the subject?



Reflection questions

1. What do you think worked well in your report?

2. How do you think you could have improved your report?

3. What is one thing you could do in your next report that would improve your writing the most?

4. Read a report written by one of your classmates. What features did they include in their report that were the same as yours? What did they include that was different?

Appendix 7 Reflection questions

5. What are three things you learned about influences on gambling attitudes?

1. _____

2. _____

3. _____

6. What influences your attitudes to gambling?

7. In what ways should we promote safe gambling behaviour?

8. What do you think is the best way to help young people understand the risks of gambling?

Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Use the processes of planning, drafting and editing to produce written texts	<ul style="list-style-type: none"> • adds detailed notes into plan • seeks feedback and makes necessary changes to improve the pitch • completes self- reflection with sophisticated insights into the writing process 	<ul style="list-style-type: none"> • completes a plan • completes a draft • seeks feedback • corrects errors in draft • completes self-reflection with insights into the writing process 	<ul style="list-style-type: none"> • completes a rough plan • completes a draft • edits draft and completes a final copy • completes self- reflection 	<ul style="list-style-type: none"> • does not complete a plan • final copy is not complete • does not complete a self-reflection or partially completes a self-reflection
Use language and tone appropriate to text purpose and audience	<ul style="list-style-type: none"> • uses complex technical vocabulary specific to the topic • uses language precisely directed at the target audience • uses a professional tone 	<ul style="list-style-type: none"> • uses language aimed specifically at the audience • uses a range of technical vocabulary specific to the topic • uses formal language • states facts rather than opinions 	<ul style="list-style-type: none"> • uses language suitable for a report • uses some technical vocabulary specific to the topic • uses formal language • mostly states facts rather than opinions 	<ul style="list-style-type: none"> • uses informal language • states opinion rather than facts • does not use technical vocabulary

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Sequence and structure information and ideas presented logically to suit the purpose	<p>Includes:</p> <ul style="list-style-type: none"> a precise title explaining what the report is about a precise and accurate definition of gambling a sophisticated and concise description of what will be covered in the report a sophisticated description of at least three gambling influences paragraphs for each new category/topic (four paragraphs) accurate headings for different categories/topics (at least four headings) a conclusion that precisely summarises the information in the report at least one relevant picture, table or diagram that has been produced by the student and significantly enhances the information presented. 	<p>Includes:</p> <ul style="list-style-type: none"> a title which explains what your report is about a definition of gambling a description of what will be covered in the report a brief description of at least three gambling influences paragraphs for each new category/topic (four paragraphs) headings for different categories/topics (four headings) a conclusion that summarises the information in the report at least one relevant, sourced picture, table or diagrams that supports the information presented with clear explanations. 	<p>Includes:</p> <ul style="list-style-type: none"> a title which explains what your report is about a definition of gambling a description of what will be covered in the report a description of two-three gambling influences paragraphs for each new category/topic (three paragraphs) headings for different categories/topics (four headings) a conclusion that summarises the information in the report a picture, table or diagram sourced from the internet and briefly explained. 	<ul style="list-style-type: none"> does not include a title or title does not explain what the report is about does not include a definition of gambling or definition is inaccurate does not include a description of what will be covered in the report does not include a description of gambling influences or description is too brief does not include paragraphs for different categories/topics does not include a conclusion does not include a picture, table or diagram.
Present a range of concepts and/or technical facts about gambling influences.	<ul style="list-style-type: none"> clearly explains a range of relevant concepts or technical facts about gambling influences in relation to the sporting club 	<ul style="list-style-type: none"> explains two to three concepts or technical facts about gambling influences in relation to the sporting club 	<ul style="list-style-type: none"> explains two to three concepts or technical facts about gambling with no clear context 	<ul style="list-style-type: none"> does not explain concepts or technical facts

Appendix 8 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Present information accurately, clearly and concisely.	<ul style="list-style-type: none"> information in the report is accurate and uses a range of sources sources of information are accurately cited throughout report and a full reference list is included 	<ul style="list-style-type: none"> information in the report is accurate sentences are clear and concise attempt to cite information within report and reference list is included 	<ul style="list-style-type: none"> information in the report is mostly accurate sentences are mostly clear and concise mostly accurate reference list is included 	<ul style="list-style-type: none"> information in the report is not accurate sentences are not clear or concise references not cited or inaccurately listed
Write (300-500 words)	<ul style="list-style-type: none"> writes approximately 500 words 	<ul style="list-style-type: none"> writes 300-500 words 	<ul style="list-style-type: none"> writes approximately 300 words 	<ul style="list-style-type: none"> writes less than 300 words or well over 500
Spell, punctuate and use grammar with considerable accuracy	<ul style="list-style-type: none"> uses accurate spelling including of technical words uses sentences that are grammatically correct uses a range of punctuation correctly 	<ul style="list-style-type: none"> uses accurate spelling including of technical words uses sentences that are grammatically correct uses a range of punctuation correctly 	<ul style="list-style-type: none"> spells most words accurately writes sentences that are mostly grammatically correct uses tenses correctly uses complex and simple sentences uses punctuation correctly most of the time 	<ul style="list-style-type: none"> spells some words incorrectly uses sentences that are sometimes not grammatically correct uses only simple sentences misuses punctuation or uses punctuation that is mostly incorrect

Teacher feedback

Peer feedback

VCE VOCATIONAL MAJOR -
LITERACY

UNIT 3

POTENTIAL INFLUENCES

CONNECT WITH US ON:



vicrgf



responsiblegambling



Victorian Responsible Gambling Foundation



ResponsibleGambling

responsiblegambling.vic.gov.au

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation

