

4

Presenting the facts

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Activity introduction

Quick summary

In this lesson, students apply their understanding of informative texts to select and produce their own text suitable for a selected audience. They do this by exploring the information presented in the 2018 Youth and Online Gaming report and considering how use of fact sheets, infographics and videos might make the information accessible to a specific audience.

Learning intention

To select suitable text structures for information sharing.

NSW Syllabus outcomes

- **EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- **EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- **EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
- **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- **EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
- **EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

General capabilities

Critical and creative thinking

Literacy

Ethical understanding

Personal and social capability

Relevant parts of Year 7 and 8 achievement standards

NSW Stage 4 English Syllabus Statement

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

Activity introduction

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others' compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Australian Curriculum Year 7 Level Description

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Australian Curriculum Year 8 Level Description

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

Topic

Text structure and features

Unit of work

Stage 4 English

Time required

60 minutes*

Level of teacher scaffolding

This lesson requires a medium level of teacher scaffolding. The previous lesson in the sequence explores examples of the text types which may be developed in this session. Some students may require direction or support to identify suitable platforms for developing their text of choice.

Resources required

- [2018 Youth and Online Gaming report](#)
- [Gambling Help NSW Survey Infographic](#)
- [Fact sheet: who gambles on what, and where, in NSW?](#)
- [Fact sheet: How is gambling in NSW changing?](#)
- [Fact sheet: How many people have gambling problems in NSW?](#)
- [Fact sheet: What's going on with online gambling in NSW?](#)
- [Gambling Survey Report](#)
- Task outline and planning sheet - 'Information Sharing'
- 'PIP Peer feedback observation sheet'

Keywords

Informative, information, text, structure, features, infographic, audience, purpose, impact, accessible.

Teacher worksheet

Teacher preparation

This lesson has been developed as the second in a pair of lessons focused on structures and features of informative text in the context of intended audiences. Lesson 1 focuses on the exploration of text structure and features through analysis of texts published by GambleAware. Lesson 2 focuses on creating informative texts based upon the 2018 Youth and Online Gaming report.

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.

The task in this lesson provides the opportunity for students to create a fact sheet, video or series of infographics. It is important to have selected tools for students to produce these with prior to the lesson. While some students will be aware of platforms they can use for a variety of these tasks, others will need guidance.

Some platforms that students may use to develop **infographics** include:

- Canva
- Visme
- Adobe Creative Cloud Express

These all provide initial free access, but do require a login, so be sure to follow your school guidelines for student use of these tools.

Resources that can be used for **video development** include Apps such as:

- iMovie
- Video leap
- Windows Movie Maker/Video Editor

Fact sheets can be developed using familiar word processing or presentation tools such as MS Word or PowerPoint and Google Sheets and Slides.

This lesson builds upon prior analysis of the features in the texts below. It is recommended that students are provided with access to these texts through the school's digital platform, so they may refer back to them as text examples.

Gambling Help NSW Survey Infographic

Fact sheet: who gambles on what, and where, in NSW?

Fact sheet: How is gambling in NSW changing?

Fact sheet: How many people have gambling problems in NSW?

Fact sheet: What's going on with online gambling in NSW?

Gambling Survey Report

Note: While the Gambling Survey Report is quite lengthy and detailed, students are not expected to read the full report, but rather observe the difference in content and level of detail in comparison to the other examples.

Learning intention

To select suitable text structures for information sharing.

Success criteria

Students can:

- identify the features of various forms of informative texts.
- consider their intended audience when making decisions about features of a text.
- adjust language use to suit their intended audience.

Teaching sequence

5 minutes - Lesson introduction

15 minutes - Part A: Task explanation

30 minutes - Part B: Text development*

10 minutes - Reflection

***Note** that the amount of time allocated to student work is flexible based on the context upon which this lesson is implemented. Additional time could be provided to work on the task during subsequent lessons, or students could be offered the opportunity to develop their work at home. However you wish to provide time for students to complete the development of the text, the peer-feedback and reflection components should be implemented in class once the initial draft of student work has been completed.

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:

Task explanation

Optional Step (if previous lesson has not been conducted):

If students have not engaged in the explorations in the previous lesson in this sequence. Explore the following texts and observe how information from the same report has been presented in a variety of ways. Consider how each different form of text may appeal to a different audience and how having a range of presentation styles enables the information to reach more people.

Gambling Help NSW Survey Infographic

Fact sheet: who gambles on what, and where, in NSW?

Fact sheet: How is gambling in NSW changing?

Fact sheet: How many people have gambling problems in NSW?

Fact sheet: What's going on with online gambling in NSW?

Gambling Survey Report

Step 1

Invite students to reflect upon the explorations in the previous session, posing the questions:

- What are some of the different ways data can be presented?
- What are the benefits of publishing information in more than one form?
- What needs to be considered when deciding on the text type, structure and features to present information in?

Step 2

Explain to students that in this session they will focus on selecting ways to present information from the 2018 Youth and Online Gaming report.

Note: There is an opportunity here for a genuine application of student work. If possible, it is suggested that the context given to students is that their work is to have a target audience from within the school community - teachers, students in a particular year level, parents etc and that their work is shared with those audiences once it is complete.

Provide students with copies of the 2018 Youth and Online Gaming report and the 'Information Sharing' task sheet either in hard copy, or using your schools digital platform. Explain that to complete the task they will need to:

1. Read through the information in the report
2. Select a focus from the options on the task sheet
3. Scan the report again to find the facts and statistics relevant to the specified focus
4. Decide on their audience
5. Develop a suitable text to share the facts and statistics with the chosen audience, and create the text

Step 3

Model this process to the class with a focus on 'participation in online gaming'.

Along with the class, read the sections of the report 'Introduction' and 'Participation in online gaming'. After reading, scan the section again and note down all of the statistics stated about participation in online gaming.

These include:

- estimated 81% of Australian young people aged 8-17 have played an online game
- 64% of those who played an online game played with others
- Playing online games with others was a pastime significantly more popular with teens (14 to 17 year olds) (67%) than kids (8 to 13 year olds) (62%)
- 71% of boys played and 51% of girls
- 72% of youth with a disability played, 63% of those without
- Around 5 in ten young people played with others the did not know. 64% of boys and 40% of girls did so
- More kids played games online than teens, but more of the teens played with others people

Then apply the think aloud method to model the process of deciding on the audience and the way to present the information. An example of what you might say is included below.

Modelling decision making to the class:

These facts are all about how much of our youth play games and who they play with. Who would want to know this information? Aha - parents would! This information would help parents understand the habits of their children and their peer groups.

What type of text would engage parents the most? They are usually busy with work, looking after the household and driving around their kids ... maybe a short video would be best. I will include the facts clearly and simply, with infographics to show them as well. I think this would be the best option.

Part B:

Text development

Step 1

Explain to the students that in pairs they will need to go through the process modelled to decide what they will focus on and what they will present. Discuss the elements of the Information Sharing task sheet and then allow time for students to complete the task.

While students are working, roam to support them with data interpretation and planning for development of their text.

Step 2

As students complete their scripts, encourage them to share their work with another pair for feedback. You may wish to provide students with the PIP Feedback sheet as a guide for their conversation.

Note: The amount of time allocated to student work is flexible based on the context upon which this lesson is implemented and the skill level of students. Additional time could be provided to work on the task during class, or students could be offered the opportunity to develop their work at home. However you wish to provide time for students to complete the development of the text, the peer-feedback and reflection components should be completed in class once the initial draft of student work has been completed.

Reflection

Conclude the task by having students complete a text summary sheet to submit with their work. This summarises:

- Title of their text
- Focus
- Intended audience
- How it will/would be distributed

If possible, it would be beneficial for this text to be able to be shared with real audiences within the community. If this is the case, it is recommended that the summary sheets and texts are reviewed after the lesson and students are given another opportunity to distribute the texts via suitable platforms for your school once they have been approved.

Differentiation

Extension - During the peer feedback stage of the lesson, pair advanced writers with others working at a similar level to them. This will allow students to give each other specific and targeted feedback and also view other pieces of writing that may model text features and language use that they could consider adding to their own work.

Provision for Learning Support - Some students may find it challenging to develop and organise ideas. For students in this situation, it is important to conference with them early in the writing stage of the lesson and plan ideas collaboratively. This will then act as a scaffold to independent writing. Alternatively, if there are a number of students facing this challenge, they can work together in a small group with the teacher to complete the task collaboratively.

Information sharing

Learning intention

To select suitable text structures for information sharing.

Success criteria

Students can:

- Identify the features of various forms of informative texts.
- Consider their intended audience when making decisions about features of a text.
- Adjust language use to suit their intended audience.

Task instructions:

Working in pairs, develop a text to share information from the [2018 Youth and Online Gaming report](#). Use the template below to guide you to consider the focus of your text, the intended audience and your presentation style.

Task expectations

Audience

The key focus of this lesson is learning to make decisions about your text structure and language use based on the needs and interests of your intended audience. Upon completion of your text, you should be able to explain;

- Who your intended audience is?
- Why you chose that audience
- How you have designed your text to engage that audience (including structure of the text and language used)
- What language choices you made to suit your audience

Content – facts and statistics

The purpose of the text you are creating is to share facts and statistics with your audience. Ensure that your text:

- Includes all relevant facts from the report
- States facts accurately
- References the original report

Use the template on the next page to assist you to plan and create your text.

Youth online gaming in Australia – Plan

Group members:	The Focus of our text will be:
	General overview of youth gaming Youth engagement in e-sports Social interaction of youth in online gaming Bullying in games
Our target audience is:	We have chosen this audience because ...
We will present our text as:	We have chosen this type of text for our audience because ...
A fact sheet A series of infographics A short video	
The type of language we will use will be ...	

PIP Peer feedback observation sheet

Students work:

Students providing feedback:

Task Expectation	Positive	Improvement Idea	Positive
Suitability for intended audience			
Content (facts and statistics)			

PIP Peer feedback observation sheet

Students work:

Students providing feedback:

Task Expectation	Positive	Improvement Idea	Positive
Suitability for intended audience			
Content (facts and statistics)			

Learning intentions

To select suitable text structures for information sharing.

Success criteria

I can:

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