

3

The reality of persuasion

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Activity introduction

Quick summary

This lesson is the first in a pair focused on exploring the strategies and impact of gambling advertisements. In this lesson, students watch a variety of television advertisements based upon gambling and identify the strategies being used to persuade the audience. They compare and contrast the image developed in the advertisements with the reality of the context. In the next lesson, students develop an essay responding to the topic: *Gambling advertisements manipulate their audience by presenting an unrealistically positive view of the gambling context. Discuss.*

Learning intention

To identify how advertising strategies impact audience perception.

NSW Syllabus outcomes

- **EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- **EN5-6C** investigates the relationships between and among texts
- **EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds
- **EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

General capabilities

Critical and creative thinking

Literacy

Ethical understanding

Personal and social capability

Relevant parts of Year 9 and 10 achievement standards

NSW Stage 5 English Syllabus Statement

They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence

Activity introduction

and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Australian Curriculum Year 9 Level Description

They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Australian Curriculum Year 10 Level Description

They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

Topic

Advertising

Unit of work

Stage 5 English

Time required

60 minutes

Level of teacher scaffolding

This lesson requires a low level of teacher scaffolding. Class viewing and discussion develop the specific skills required for the independent tasks and the need for additional support should be limited.

Resources required

Sports Betting Advertisements:

[Sportsbet – Commercial 2015](#)

[Sportsbet Cashout – Overly Dramatic TV Commercial 2016](#)

[Selfie Stick by Sportsbet](#)

[Bet With Mates – Kings](#)

- ‘Promotional strategies – sports betting’ worksheet

Gambling Fact Sheets:

[Who Gambles on what, and where in NSW?](#)

[What’s going on with online gambling in NSW?](#)

[‘How Many People Have Gambling Problems in NSW?’](#)

- ‘Advertising vs reality’ worksheet
- Learning intention display (optional)

Keywords

Advertisement, perception, strategies, persuasive techniques, reality, impact, ethics.

Teacher worksheet

Teacher preparation

This is the first in a pair of lessons exploring gambling advertisements. In this lesson, students view a range of television ads and consider the image of gambling that they develop. They then consider the reality of the context and compare the two, exploring the impact of unrealistic portrayals on the audience. In the subsequent lesson, students develop an essay focused on the topic: *Gambling advertisements manipulate their audience by presenting an unrealistically positive view of the gambling context. Discuss.*

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.

Learning intention

To identify how advertising strategies impact audience perception.

Success criteria

Students can:

- identify the purpose of specific advertisements.
- identify audio and visual elements used to create a particular mood or image in a television advertisement.
- identify the impact of advertisements on individuals and shared culture.

Teaching sequence

5 minutes - Lesson introduction

20 minutes - Part A: Advertising strategies

20 minutes - Part B: Inaccuracies in advertising

15 minutes - Reflection

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:

Advertising strategies

Step 1

Explain to students that this lesson will focus on exploring a range of betting ads and considering what strategies are used to persuade the audience.

Provide students with the worksheet 'Promotional strategies – sports betting' and show each of the ads below:

Sportsbet – Commercial 2015

Sportsbet Cashout – Overly Dramatic TV Commercial 2016

Selfie Stick by Sportsbet

Bet With Mates – Kings

After each advertisement, allow time for students to complete the relevant section of the worksheet and invite them to discuss their responses. Focus on how various elements, including sound, images, and the actions or events in the ads work together to frame certain choices or behaviours as desirable or acceptable.

Part B:

Inaccuracies in advertising

Step 1

Explain to students that they will now explore how accurate the portrayals in the advertisements are.

Share the fact sheets:

Who Gambles on what, and where in NSW?

What's going on with online gambling in NSW?

'How Many People Have Gambling Problems in NSW?'

Allow time for students to read the fact sheets, encourage them to consider whether there is any information that creates a contrasting picture to the images in the ads. Once students have had time to consider this independently, invite them to discuss it as a class and form a picture of what the reality of gambling is really like, drawing on the information in the fact sheets as well as their personal experiences.

After allowing for organic conversation, pose the following question and discuss as a class.

Is gambling as positive a context as the advertisements suggest? Why/Why not.

Step 2

Provide students with the 'Advertising vs Reality' handout and allow time for them to complete it.

Reflection

Invite students to discuss the following question using the think, pair, share approach.

The media is very present within our lives. In the digital world we live in, we are exposed to frequent advertising.

Why is it important for us to be critical of what we see?

Think: Consider and note your own thoughts relating to the question.

Pair: Discuss your thoughts and ideas with a partner and build upon initial thinking.

Share: Discuss perspectives as a class, continuing to build upon and adapt perspectives on the issue.

Differentiation

Extension - Much of this lesson is framed around class discussion, as it focuses on unpacking the content and impact of specific advertisements. Teacher questioning and responses to student contributions are a valuable tool for extending the thinking of students. Prompt students to be specific as they share ideas and to provide reasoning for their perspectives and contributions.

Provisions for Learning Support - Much like extension, support can be offered in discussions through teacher responses and contributions. When students are having difficulty articulating their ideas, offer support through guiding questions to assist them to identify and explain their thinking.

Promotional strategies – Sports betting

After viewing the sports betting advertisements as a class, consider what each ad is actually promoting, how they make it seem desirable and what they imply sports betting will add to the personal experience. Record your observations in the table below.

	What is the product or feature that is being promoted in this advertisement?	What strategies are used to make this feature seem beneficial, desirable or appealing to the audience?	What is the implied impact of engaging with sports betting?
Sportsbet – Commercial 2015 <i>The Game Just Changed</i>	Precies odds which consider a range of specific contributing factors. A ‘superior betting experience’.	The ad targets those with an existing interest in the AFL. By stating they are the official betting partner of the AFL, they attach themselves to the likeability associated with the sport. This is then reinforced by motivating music and the cheering of the footy crowd. The ad positions the Crownbet App to provide the same level of joy and entertainment as an AFL match itself.	That betting on sport is a fun and engaging activity that will add to the joy of the game.
Sportsbet Cashout – Overly dramatic TV commercial 2016			
Selfie Stick by Sportsbet			
Bet with Mates – Kings			

**Overall, how is sports betting depicted in these advertisements?
What is the general image of betting that is portrayed?**

Gambling – Advertising vs reality

After watching the gambling ads and reading the gambling fact sheets, complete the table below.

	Advertisements	Reality
How important is gambling?		
When/how frequently does/ should gambling occur?		
Where does/ should gambling occur?		
What is the impact of gambling on individuals?		

***How does the representation of gambling differ in advertisements and reality?
What is the impact of this?***

Learning intentions

I identify how advertising strategies impact audience perception.

Success criteria

I can:

- Identify the purpose of specific advertisements.
- Identify audio and visual elements used to create a particular mood or image in a television advertisement.
- Identify the impact of advertisements on individuals and shared culture.