

4

Persuasive techniques
and TED Talks.

What motivates those
with gambling problems?

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Activity introduction

Quick summary

Students will learn about the changes to brain chemistry that gambling can cause, as well as watch TEDx Talks exploring the impact of problem gambling on the individual. Through developing an understanding of the structure of a TEDx Talk, students will evaluate these stories to determine the effect on the meaning for the audience. Students will reflect on their increasing understanding of both gambling and how language can be used to shape meaning.

Learning intentions

Students will:

- Understand the impact gambling can have on a human brain.
- Understand the structure of a TEDx Talk.
- Analyse the persuasive structure and ideas presented in TEDx Talks focused on gambling harm.

21st-century skills

Communicating

Critical thinking

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
- **EN11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- **EN11-3** analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

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.

Topic

Inside the brain of a person who experiences gambling problems

Unit of work

Stage 6 English

Time required

60 minutes

Level of teacher scaffolding

Low to Medium – teacher needs to facilitate discussion and take students through the structure of a TEDx Talk. Other activities are student directed.

Resources required

- A device capable of presenting a video to the class
- Appendix A: Student worksheet (one copy per student)

Keywords

Gambling, gambling harm, brain, TEDx Talk, speech analysis, persuasive techniques, convincing your audience, addictive behaviour, brain chemistry.

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 impact gambling can have on the human brain.
- understand the structure and persuasive techniques that are used in a TEDx Talk.
- analyse the ideas presented in TEDx Talks focusing on gambling harm.

Success criteria

Students can:

- identify the components of an effective TEDx Talk.
- identify the persuasive techniques used in a TEDx Talk .
- evaluate the appropriateness of the features of TEDx Talks considering their purpose, audience and context.

Teaching sequence

- 10 minutes - Part A: Inside the brain of a gambling addict
- 10 minutes - Part B: The structure of a TEDx Talk
- 30 minutes - Part C: Analysing a TEDx Talk
- 10 minutes - Reflection

Lesson introduction

Work through this resource material in the following sequence:

Part A:

Inside the brain of a gambling addict

Step 1

Show students this video: [‘Inside the brain of a gambling addict’](#) – BBC News.

Link: [youtube.com/watch?v=BF5SzIN63w8](https://www.youtube.com/watch?v=BF5SzIN63w8)

Step 2

While students are watching, invite your class to respond to the following questions:

- 1. Why is it so hard to stop gambling, if you are addicted?*
- 2. What hypothesis do the scientists have in regards to the brains of gamblers?*
- 3. What happens to the man’s brain when he is watching the roulette wheel spin?*
- 4. What is the key message they discover about gambling, and the difference between winning, and waiting to see if you win, for the brain?*
- 5. According to the Association of British Bookmakers, what percentage of people gamble responsibly?*
- 6. Why is gambling considered so complex and multifaceted?*

Step 3

Facilitate a brief discussion about the answers students derived from the short clip. Was there any information that students were particularly surprised by?

Part B:

The structure of a TEDx Talk

Step 1

Project '[TEDx Speaker Guide](#)' to students and read through Steps 1-4, to give them an idea of the general structure of this style of speaking.

Link: storage.ted.com/tedx/manuals/tedxspeakerguide.pdf

Have students identify what persuasive techniques are used in an effective TEDx talk, both verbal and through body language, tone and delivery.

Part C:

Analysing TEDx Talks

Step 1

Distribute Appendix A to students – this could be in hard copy, or if students have access to a device, they could complete this task digitally.

Step 2

Project the first TEDx Talk: 'The fall and rise of a gambling addict'.

Link: [youtube.com/watch?v=7AN3VLLlkdI](https://www.youtube.com/watch?v=7AN3VLLlkdI)

Students should take notes about the talk, focused on how the speech adheres to the different sections - the idea, the speaker, the structure and the slides. Students should also be noting the persuasive techniques that are used to convince the audience of the speaker's point of view.

Step 3

Project the second TEDx Talk: 'Taking back control: lies, compulsion and recovery'.

Link: [youtube.com/watch?v=ZDxxkCNFO0s](https://www.youtube.com/watch?v=ZDxxkCNFO0s)

Again, students should take notes about the talk, focused on how the speech adheres to the different sections as well as what persuasive techniques are used throughout the talk.

Step 4

Students are to compare and contrast the two TEDx talks.

Which did they think was most effective and why?

Students need to focus on persuasive techniques as well as the body language, tone and delivery in their response.

Reflection

Based on the notes taken today, ask students to reflect on the structure of a TEDx Talk, and consider why the organisation might encourage speakers to follow a prescribed outline. Why do you think the structure is focused on rather than the use of persuasive techniques?

The following questions can be posed to students, verbally or in a written reflection:

1. *How was language used powerfully in the TEDx Talks?*
2. *What language choices were made by the speakers, and for what purpose?*
3. *How did the structure of the talk impact its meaning?*
4. *What impact did the visuals have on creating meaning?*
5. *What did you learn about gambling, and problem gambling?*

Differentiation

- Students may like to watch the videos independently on their own devices, rather than as a class.
- Students could have watched the videos as preparation for the lesson, and spend their class time discussing the ideas presented to fill out Appendix A.
- Students may need to watch the videos multiple times in order to focus first on the TEDx talk structure and then the persuasive techniques that are used.
- Students may require a list of persuasive techniques whilst working.

Extension

- Students can search through the vast database of TEDx talks available on Youtube to find another talk focused on gambling.
- Students can critique the above TEDx talks and write a teacher's feedback sheet for them as if they were marking them.
- Students can write their own TEDx talk based on their new viewpoint on gambling and its effects on the human brain.

Provisions for learning support

Students could complete a mind map about gambling while watching the videos, rather than filling out Appendix A.

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

The structure of a TEDx Talk

A TEDx Talk is an opportunity for a speaker to present a well-formed idea in under 18 minutes.

		<u>The fall and rise of a gambling addict</u>	<u>Taking back control: lies, compulsion and recovery</u>
The idea	<ul style="list-style-type: none"> • New or surprising • Challenges audience beliefs • Basic idea with compelling new argument/s • Takes evidence or observations and draws a larger conclusion 		
The speaker	<ul style="list-style-type: none"> • An expert on their topic • Accurate, fact checked information • Challenges audience beliefs 		
Speech outline/ structure	<p>TEDx recommends:</p> <ol style="list-style-type: none"> 1. Start by making your audience care, using a relatable example or an intriguing idea. 2. Explain your idea clearly and with conviction. 3. Describe your evidence and how and why your idea could be implemented. 4. End by addressing how your idea could affect your audience if they were to accept it. 		
Slides	<ul style="list-style-type: none"> • Images and photos • Graphs and infographic • As little text as possible 		

Based on 'How To Give a TEDx Talk'.

Link: storage.ted.com/tedx/manuals/tedxspeakerguide.pdf