



INTRODUCTION

CONNECTION TO THE TASMANIAN CURRICULUM FRAMEWORK

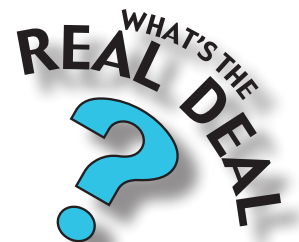
The following four units are designed to link with the Tasmanian Curriculum, and are suitable for Years 7 and 8.

Teachers can work across a range of curriculum areas and negotiate to what extent they work with other teachers. From a traditional perspective teachers have the opportunity of working with specialists from areas as diverse as health, mathematics, English, art and drama.

The kit adopts a similar language and style to the Tasmanian Department of Education's website.

Each unit adopts the format of an Introductory Performance, a Guided Inquiry Performance and a Culminating Performance, as well as Understanding Goals that must be addressed in order for students to fulfil assessment requirements.

Teachers are advised to refer to the glossary and the Education Department's website for a clarification of the terms used.



HOW TO TEACH THE UNITS

It is recommended that Units One, Two and Three be taught as stand-alone-units, in any order. Unit Four can be addressed when students have completed the first three units. Unit Four is a demonstration – and in effect a Culminating Performance – of the learning in the previous three units.

While the tasks within the units are recommended approaches, they are not highly prescriptive. Emphasis should be placed on the Understanding Goals in each unit, but teachers should feel free to explore avenues in which students are engaged.

It is important to emphasise that this is not an anti-gambling package. Rather, it is designed to make students aware of the effects of gambling and how this knowledge can create a mature approach to future gambling choices.

Teachers should pay particular attention to the **KEY MESSAGES FOR STUDENTS**. As many of the activities involve discussions which will inevitably vary in content for each class, it is important to ensure students retain certain important facts to assist them to develop safe attitudes and behaviours in relation to gambling.

Time line

Teachers are encouraged to select the activities most suitable to their particular classroom and school situations, and subsequently make their own assessments about time allocations. It is expected that each unit could take approximately ten double sessions. This will naturally translate across different time periods e.g. 10-16 hours. Unit One is the longest of the first three units.

Transdisciplinary learning

Teachers are encouraged to use a transdisciplinary approach that reflects real life problem solving within society. This can be done through collaborative planning and teaching.

To meet the needs of diverse learners within inclusive education settings it is increasingly important to move towards transdisciplinary planning.

Plan collaboratively with teachers of mathematics to support the students in learning about odds and statistics in Unit One and with teachers of art for Unit Four. Alternatively students could explore the statistics of gambling in maths classes and the creation of art materials over a few weeks in arts classes.

Students are able to explore advertising through a variety of disciplines and in doing so gain insight through each discipline. By thinking mathematically, students develop a real understanding of the odds and the importance of mathematics in everyday life. Similarly by deconstructing or creating artworks, or advertisements, students develop a deep understanding of media forms and how they can influence people's behaviour.



This booklet is available online at www.dhhs.tas.gov.au/gambling

Work sheets are in Word format and can be adapted to suit individual classroom requirements.



INTRODUCTION

Deeper learning

Each unit has a set of Understanding Goals that identify the concepts, processes and skills to support teaching and assessment. It is recommended that these are made explicit to the students.

The Understanding Goals in the first three units enable deep understandings that support students as they progress towards Unit Four:

The following throughlines demonstrate the deeper learning achieved through the completion of this package. By completing all units, students not only gain an insight into gambling, but also they will understand:

- the transdisciplinary nature of knowledge: the everyday world incorporates a range of disciplines
- how clear and misguided perceptions affect our sense of wellbeing
- how to investigate and represent a range of positions in a balanced way
- that they can form an opinion and make choices based on informed research
- how the advertising industry uses a range of techniques and forms to persuade audiences
- how to interpret advertising strategies in order to make valued choices in the future
- how to identify key stakeholders within a topic of enquiry
- how to work in teams to produce material for a gallery event
- the distinction between truths and myths
- a variety of media forms and how they can be used to engage an audience in a public event
- how to read personal feelings in order to move towards critical awareness.

Assessment

The four units include summative and formative assessment. See the glossary on pages 14 to 16 for an explanation of key terms used within this package. Teachers assess students (formatively) throughout the units by collecting evidence to identify to what extent students are achieving the Understanding Goals. They look for evidence of summative assessment in the Culminating Performances, where students are asked to explicitly demonstrate their understanding of the Understanding Goals.

Students are also advised to complete Reflective Journal* entries throughout the four units.

Assessment is referred to in three styles: assessment 'of', 'for' and 'as' learning.

Assessment 'of' learning places the teacher as the key assessor and is a more traditional form of assessment about placement and judging of student results, i.e. final grade. It is traditionally summative in nature.

Assessment 'for' learning provides feedback to the teacher on where the students 'are at' and helps in the designing of teaching practice. This approach is formative and descriptive and assists the teacher in the planning of future lessons.

Assessment 'as' learning allows students to self-monitor performance. Students gain an insight into what they are learning and how they are learning. This involves reflection and is typically personal, with students monitoring past learning as well as learning goals. The teacher can also assist in this process.

See www.ltag.education.tas.gov.au/assessment/practice/assessforlearning.pdf for further details.

Teachers are encouraged to use a range of methods in order to gather evidence and provide feedback to students. Teacher notes are provided throughout the units to support teaching.

* Teachers are advised to use their discretion, and discussion with students, to determine the extent of privacy within Reflective Journal entries. If work is being collected for assessment, consider using loose paper that can later be placed by students in their Reflective Journals. Students may like to keep Reflective Journal entries private. Establish rules regarding journal keeping.

Disclosure

There is the possibility when approaching these units for students to disclose information that may be highly sensitive, e.g. information about gambling problems at home or those of a friend or relative.

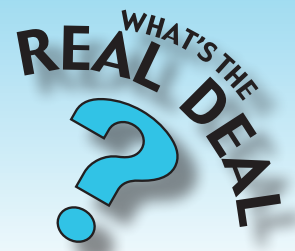
In order to ensure that the teaching of the units adopts high quality principles of disclosure it is advised that teachers make themselves familiar with the school's policies regarding disclosure and seek advice from a qualified expert. The approach towards disclosure can be identified during collaborative planning. It is recommended that teachers inform the school principal that these units are being undertaken, and also consider informing parents/guardians.

It is recommended that each teacher establishes firm guidelines supporting a trusting environment within and beyond the classroom. This includes:

- clarification of Understanding Goals
- establishing rules, in collaboration with students, covering appropriate ways of responding to information, e.g. listening to and respecting the privacy of others
- teachers making themselves familiar with procedures regarding sensitive information, e.g. involving student counsellors
- the use of comments such as 'let's not mention any names here but talk about the ideas in general.'

When approaching drama activities, teachers should make students aware of the fact that information can be drawn from the imagination and that what is expressed is an expression of that character and not necessarily a reflection of the student's experience.

Support drama activities by using the teacher-in-role method and providing prompts to students. If students are uncomfortable with drama approaches, identify fall-back positions such as the completion of concept maps, written activities, or students being placed in the role of observers.



GAMBLING INFORMATION AND SERVICE ORGANISATIONS

Gambling Support Program
Department of Health and Human Services
gambling@dhhs.tas.gov.au
www.dhhs.tas.gov.au/gambling

- Tasmanian Gambling Helpline 1800 000 973.

The Helpline is a free crisis and referral service. Helpline staff will provide contacts for the Break Even Gambling Support Services, which provide free and confidential assistance for venue exclusions, counselling and support.

- www.reachout.com.au – search for “gambling”, for youth specific information.



GLOSSARY OF TERMS USED WITHIN THE UNITS

From the Learning, Teaching and Assessment Guide Glossary, Department of Education Tasmania: www.ltag.education.tas.gov.au/glossary.htm unless otherwise stated.

Transdisciplinary learning

Complex, active learning based on significant issues, tasks, questions or problems, each delivering a range of learning outcomes deriving from several key learning areas; ideas that draw on knowledge and methodologies from several disciplines.

Formative assessment

Formative assessment is used to monitor learning progress during a unit. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify and address errors in learning. Because formative assessment is primarily directed towards improving learning, the results are typically not used for assigning awards.

Summative assessment

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a course or unit. Although the main purpose of summative assessment is to establish levels of achievement for reporting and certification, it also provides information for judging the effectiveness of teaching. In practice, then, summative and formative assessments are not always easily separated.

Concept map

Concept maps are tools for organising and representing knowledge. They illustrate concepts and the relationships between them. These links are indicated by words that specify the relationship between two or more concepts.

Concept maps provide a process for students to build their understanding by progressively adding information and increasing the complexity of the links. They can be used for formative and summative assessment.

Culminating Performance

A performance designed to exhibit deep understanding which takes place at the culmination of a unit of work. In *The Teaching for Understanding Framework*, this can occur as a more complex performance within the unit, giving students a chance to synthesise understandings, having completed Introductory and Guided Inquiry Performances.

Throughline

An overarching Understanding Goal which is longer-term than a single unit and identifies the concepts, processes and skills that educators most want students to understand. (See 'Understanding Goal'.)

Understanding Goal

An Understanding Goal identifies the concepts, processes and skills that educators most want students to understand. It is framed as either a question: 'How do scientists test the accuracy of their findings?' or a statement: 'Students will appreciate that understanding a poem takes time'. An Understanding Goal can either be specific to a particular unit of work or overarching, applying to an entire course of study.

Think-Ink-Pair-Share

This is a variation of the co-operative learning structure Think-Pair-Share. In Think-Ink-Pair-Share students use wait time to think about an idea or question, write down their responses, and then pair with a partner for discussion. Individuals return to what they wrote and change or modify their first ideas to reflect new thinking.

Thought tracking

The inner thoughts of a character are revealed either by the person adopting that role or by the others in the group.

Graphic organiser

A tool which organises information in visual form. There are many different types of graphic organisers including concept maps, fishbone maps, flow charts, KWLs and timelines.

Values continuum

A strategy where participants place themselves along a line according to how strongly they agree or disagree with a statement. The facilitator asks for volunteers to justify their stance and participants may alter their original place along the continuum as a result of listening to these justifications.

Gallery tour/walk

Select one person to display the item. Select a second person to stay with the display and give a one minute overview while other groups come and listen. After two rotations, select another group member to give the overview.

Group sculpture/body sculpting

Small groups or individuals use a person's body to form an image. They arrange limbs and torso, instruct the person to have a particular expression, and make sure their eyes are looking in a particular direction. A collection of body sculpted people could be grouped to form a tableau: www.tki.org.nz/r/arts/drama/glossary_e.php

Jigsaw

This is a co-operative learning strategy. 'Home groups' have a set of questions/ideas to explore. Each person becomes an 'expert' for one aspect of the exploration. 'Experts' form a group for discussion and recording of ideas. Experts then move back to their 'home' group and are responsible for 'teaching' what they have learnt to their home group. It is a method of focusing attention and developing, then sharing expertise. It involves four steps:

1. Arrange co-operative groups and assign material.
2. Form expert groups by grouping students with the same assigned material.
3. Students return to co-operative groups and take turns presenting material to one another.
4. Individual and groups demonstrate mastery of the material.

See also www.ltag.education.tas.gov.au/effectteach/Thinking/jigsaw.htm

Gallery event

This is an event in a public space, exploring a theme, designed for a specific audience, incorporating a range of art/media forms.

REFERENCE LIST

Websites

(Sighted in April 2007)

The Learning, Teaching and Assessment Guide

www.ltag.education.tas.gov.au

Tasmanian Department of Education

www.powerhousemuseum.com/gambling

An interactive site to assist students in understanding odds and risks associated with gambling.

www.powerhousemuseum.com/previous/gambling.asp

(select *What are the Odds?* link, left side of home page)

NSW teacher resource

www.funny2.com/odds.htm

Statistical odds

www.curriculum.edu.au/math300

Maths activities for schools

www.camh.net/egambling/

Gambling research

<http://gambling.anu.edu.au/>

Australian National University

Gambling research

www.dhhs.tas.gov.au/gambling

Department of Health and Human Services, Tasmanian Government.

Information about the social issues of gambling in Tasmania.

www.relationships.com.au/problem_gamb/landing.asp

Relationships Australia.

Information about Tasmanian support services for people affected by gambling.

www.anglicare-tas.org.au/research/publications

Anglicare Social Action Research Centre.

Research into social effects of gambling in Tasmania – See *House of Cards*.

Journal of Gambling Issues

www.camh.net/egambling/issue11/jgi_11_turner_horbay.html

How Electronic Gaming Machines (pokies) work; erroneous beliefs about gambling; addiction and more.

www.austgamingcouncil.org.au/

Australian Gaming Council

Gambling industry sponsored website. Research clearing house.



INTRODUCTION

www.curriculum.edu.au/mindmatters/
Commonwealth Department of Health and Ageing
National mental health promotion initiative for secondary schools

www.gameplanit.com
Consumer protection issues

www.gamblingwatch.org.nz
Gambling and the community – New Zealand

www.problem-gambling.info
Problem gambling resources – New Zealand

www.ncalg.org/library.htm
National Coalition Against Legalized Gambling, US

www.moh.govt.nz/problemgambling
New Zealand Ministry of Health

www.education.mcgill.ca/gambling/
International Centre for Youth Gambling Problems and High Risk Behaviours
Youth gambling research and resources

www.reachout.com.au – search for “gambling”
Youth health site

www.pc.gov.au/inquiry/gambling/finalreport/index.html
Comprehensive social and economic impact study into gambling in Australia.

Print publications

Paulos, JA (1990) *Innumeracy*, Penguin, New York

Joshua, A. 'Enrichment Mathematics for Secondary School Students', Longman Australia, 1996 pages 153-154

Productivity Commission 1999, AusInfo, Canberra
Australia's Gambling Industries, Report No. 10
Comprehensive social and economic impact study into gambling in Australia.