



VCE MEDIA

REPRESENTATIONS OF GAMBLING IN ADVERTISING

**BE AHEAD
OF THE
GAME**



Victorian
Responsible
Gambling
Foundation

A+OM
AUSTRALIAN TEACHERS OF MEDIA



UNIT 1: MEDIA FORMS, REPRESENTATIONS AND AUSTRALIAN STORIES

Area of study 1: Media representations

On completion of this unit the student should be able to explain how media representations in a range of media products and forms, and from different periods of time, locations, and contexts are constructed, distributed, engaged with, consumed, and read by audiences.

Key knowledge:

- Audience engagement with, and consumption and readings of, media representations in different media products and forms from different periods of time, locations, and contexts.
- The social and institutional relationships between audiences and the media is created, produced, distributed, consumed, and read.

Key skills:

- Discuss how audiences engage with, consume and read representations in media products and forms.
- Discuss the social and institutional factors influencing the distribution of, and relationships between, audiences and media representations.

Unit outline:

In this unit of work students explore gambling advertising and what values these media products are representing. They discuss who the target audience is for these media products and how they have been constructed for this audience.

They then compare these representations of gambling and inherent values with those depicted in advertising from the Victorian Responsible Gambling Foundation. Students then will create a negative representation of gambling through a social media post through the theme, *the harms of gambling*.

Session one:

How do gambling companies represent gambling?

Learning intentions:

- Explore the tropes of gambling advertising.
- Understand how the value of 'mateship' is shown in advertising.

Success criteria:

- I can identify and describe the representations of 'mateship' in Australian gambling advertisements.
- I can identify and describe the target market for Australian advertisements.

Enduring product:

An analytical response to an advertisement.

Suggested learning activities:

Hook	<ul style="list-style-type: none">• Students create a mind map to show their understanding of gambling advertising. This can be done on paper or using a digital tool such as Microsoft Whiteboard or Google Jamboard. Students reflect on the following prompts:<ul style="list-style-type: none">- have you seen advertising for gambling companies?- what do gambling advertisements usually include?- who do you think the advertisements are for?• Bring together all the responses on the whiteboard or bring them up on the screen to discuss as a class. Discussion points:<ul style="list-style-type: none">- students may have seen a rise in gambling ads recently on mainstream media channels, through sponsorships and through other modes such as sponsored streams on Twitch- gambling advertisements often include young men in groups- gambling advertisements are generally for young males.
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Learning activities

- Mateship: discuss the idea of the value of “mateship” and what that means to Australia and Australians.
‘Mateship ... embodies equality, loyalty and friendship.’ (Wikipedia)
- Discuss how the values of a society can be reflected in the media they create. Advertisers will often use a dominant value and connect it to their brand to make it look appealing.
- Screen some examples of Australian ads that use the value of ‘mateship’. Students will take notes on how the value has been represented in the advertisement.
 - Tooheys ad - How do you feel? <https://youtu.be/DhRL7pYSTWc>
 - Westpac ad - <https://youtu.be/mCBD8CLAIyg>
- Screen some examples of sports gambling to analyse how they use the value of ‘mateship’ in their own advertisement.
 - Ladbrokes ad - <https://youtu.be/niELmXM5uXU>
 - Sportsbet ad - <https://youtu.be/ez8Hvk2PF8I>

Action (describe an action you see - one per row)	Symbolic codes (setting, mise en scene, acting, colour)	Technical codes (camerawork, editing, audio, lighting)	Written codes (printed language, written language)	Audience (the audience is encouraged to think that...)

- Students use the ‘COCA’ structure to write an analysis of one of the betting advertisements.
 - **Contention:** name the advertisement you will be analysing and describe a representation within it
 - **Observation:** describe the denotations in the ad that are part of the representation. Use technical language to describe the codes
 - **Connotation:** describe the meaning attached to the described use of the codes
 - **Audience:** describe how the audience will react to the representation and what their understanding of the ad will be more broadly.
- **Extension:** This structure can be represented with each ‘action’ or representation seen in the ad to write an extended response.

Session two:

How can gambling be represented in other ways?

Learning intentions:

- Compare a gambling advertisement to a public service announcement (PSA) from the Victorian Responsible Gambling Foundation (VRGF).

Success criteria:

- I can compare how the idea of gambling is represented in different media products.
- I can identify and describe the target market for media products.

Enduring product:

A written response to two advertisements.

Suggested learning activities:

<p>Hook</p>	<ul style="list-style-type: none"> • Using an image site such as unsplash.com students create a composite of people who would usually be found in gambling ads and who these ads would be the targeting. • Once students have found and shared their composite photos, ask what they have in common and what search terms they used to find the photos. These can be shared or collated through Microsoft Whiteboard or Google Jamboard. • Discuss why would this be the target audience for gambling ads.
<p>Learning activities</p>	<ul style="list-style-type: none"> • Students will compare the representation of gambling in two advertisements: one from a gambling company, the other from the VRGF. Students will notice how gambling is represented in one as a social event, with young men surrounded by friends, and in the other, as a solitary activity. • Show the following advertisement for BlueBet, <i>The Aussie way</i>, https://youtu.be/fb30-M-vTxQ • As a class, discuss the representation of gambling in the ad. Complete a class analysis about what students notice in the ad, such as: <ul style="list-style-type: none"> - the mise en scene of groups of young men in warm colours - use of language - colloquialisms like “one-days”, “having a crack”, “budgies” - use of ‘humour’ - use of non-diegetic soundtrack and sound effects. • Show the following advertisement from the Victorian Responsible Gambling Foundation (VRGF), <i>Harm from gambling starts earlier than you think</i> - https://youtu.be/NQS5SdJyvgs and as a class discuss the representation of gambling in the ad. Discuss the mise en scene of a range of different types of people, alone, whilst gambling. The technical codes (cold lighting, close-ups with shallow depth of field, lack of non-diegetic soundtrack) all contribute to the meaning in the advertisement.

Learning activities

- Think, pair, share: how would you compare the two advertisements? What is similar and what is different? Why do you think the VRGF ad is constructed the way it is?
- Show another advertisement from VRGF - **Gambler’s Help - Call Someone Who Gets It** - this is a newer advertisement from VRGF to the other example. Discuss with the class, how has the VRGF approach to their advertising evolved? Why do you think it is important to show a wide range of different demographics in the ad? Why is it important to show them getting help?
 - As part of this discussion, you can discuss that the VRGF no longer show pokies because their research shows that representations of pokies or gambling can trigger a person to want to gamble, and that negative representations of people gambling can add to the stigma often associated with gambling.
- Students write a written response to compare the two advertisements. Give students access to the two videos to rewatch. Students then use the following pro forma to plan their response:

Compare the representation of gambling in the BlueBet advertisement, *The Aussie way* and in the advertisement, *Harm from gambling Starts earlier than you think*.

Introduction: give a brief description of both ads, including who has made them, their target audience and the basic narrative.

Describe the denotation of two media codes used in the BlueBet advertisement, and how this creates a positive or negative representation of gambling.

Describe the denotation of two media codes used in the VRGF advertisement, and how this creates a positive or negative representation of gambling.

Conclusion: summarise the differences between the two advertisements.

Assessment rubric:

Low	Medium	High	Very High
The response describes two advertisements and their basic functions.	The response analyses two gambling advertisements and how they create a positive or negative representation using media codes.	The response compares the representation of gambling in two advertisements, including an analysis of media codes using appropriate media language.	The response compares the intention of two advertisements and the representations of gambling within them. The response includes an analysis of specific examples of the denotation and connotation of a range of media codes using correct media language.

Session three and four: How can we create gambling representations for different audiences?

Learning intentions:

- Identify two different audiences for gambling public service announcements.
- Design and create two negative gambling representations.

Success criteria:

- I can identify different audiences that would benefit from my media product.
- I can produce representations that are appropriate to specific audiences.

Enduring product:

Two constructed positive representations of help seeking actions for people who gamble for different audiences, in the form of social media posts.

Suggested learning activities:

Hook	<ul style="list-style-type: none">• Screen the following ad from Victorian Responsible Gambling Foundation (VRGF), Love the game, not the odds.• Have students discuss the following questions:<ul style="list-style-type: none">- who is the main target audience for this advertisement?- what is the main purpose of the ad?- do you agree with the messaging in the ad? Why / why not?
Learning activities	<ul style="list-style-type: none">• Challenge: create two representations of positive seek-helping actions for gamblers. Using images and text, students will create two different social media posts for specific audiences that will show help seeking actions for gamblers in a positive light.• Research: types of harm from gambling. Students go through the Types of harm from gambling on the VRGF website. Students will need to choose two of the seven different types of harm they will concentrate on for their public service announcement style social media posts:<ul style="list-style-type: none">- relationship difficulties- health problems- emotional or psychological distress- financial problems- issues with work or study- cultural problems- criminal activity.

Learning activities	<ul style="list-style-type: none"> • Research audience: Students will need to choose two separate audiences for their social media posts; one will be an audience who may have an issue with gambling, and the other being family or friends of those who may have an issue with gambling. Be aware that gambling harm can affect anyone, and it is a good idea to have a range of different representations in the advertisements. Students should build up demographic and psychographic profiles of these intended audiences, answering questions such as: <ul style="list-style-type: none"> - what might their age and gender be? - what kind of income do they earn? - where do they live? - what values, attitudes and lifestyles do they have? • Production: students use a digital tool such as canva.com or express.adobe.com to make their two social media posts. Students should select an appropriate social media platform before creating their post, so they follow the conventions of the platform, such as an Instagram, Facebook, Twitter. The posts should be clearly directed towards their target audience and also inspire behavioural change and help seeking actions. Each post should show how an audience could overcome the gambling harms you have identified in your research. Each social media post should also have the following: <ul style="list-style-type: none"> - headline - some eye-catching text that will grab the audience's attention - data - some data pulled from the VRGF website about the chosen harm - image - either sourced from a website such as unsplash.com or taken by the student that will be positive and uplifting. - call to action - Where the audience can find help, support or more information. Students can find this on https://gamblershelp.com.au/ • Distribution: using an online sharing platform appropriate for the school context, such as Google Classroom, OneNote, or an online collaborative Word document, students paste their social media post into a large table and identify the following in each other's work, the: <ul style="list-style-type: none"> - target audience - post's main message - written code/s that help communicate the post's message - technical code/s that help communicate the post's message - symbolic code/s that help communicate the post's message. • Optional: students evaluate and rank/vote the posts they feel most effectively communicate the intended messages. • Stretch goal: students could make a video story for social media instead of a still image and follow the conventions of the platform (e.g., TikTok, Snapchat, Instagram story) to make an authentic, realistic post.
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Assessment rubric:

Low	Medium	High	Very High
A production of two social media posts that advertises Gamblers Help.	A production of two social media posts that include positive representations of help seeking actions for people who gamble for specified audiences.	A production of two social media posts tailored for two different specified audiences. Each post uses a range of techniques to create a positive representation of help seeking actions for people who gamble.	A hopeful and inspiring production of two social media posts tailored for two different specified audiences. Each post uses all techniques to convincingly create a positive representation of help seeking actions for people who gamble.

UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Area of study 3: Media and change

On completion of this unit the student should be able to discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Key knowledge:

- Social, ethical, and legal issues in the media industry in the last two years.

Key skills:

- Analyse social, ethical, and legal issues in the media industry in the last two years.

Unit outline:

In this unit of work students use the case study of gambling advertising in Australia to explore an ethical / legal issue in the last two years. Through the Ad Standards Community Perceptions Research, they discover there is a high level of concern in the public about the content of messages in gambling advertisements.

Students learn about Ad Standards role in regulation in Australia and how its complaints-based system works. Students explore the Australian Association of National Advertisers (AANA) Wagering Code and read a range of determination summaries and debate the merits of each complaint. Students then write a complaint on a chosen gambling advertisement.

Session one:

What concerns do we have with advertising?

Learning intentions:

- Consider what rules should be in place for advertising in Australia.

Success criteria:

- I can identify aspects of advertisements I don't like.
- I can create considered rules for advertising.

Enduring product:

- A considered list of advertising rules and elaborations.

Suggested learning activities:

Hook	On a large piece of paper students make an illustrated timeline of a day in their lives and where they come across different types of advertising. Ensure students consider a range of different advertising such as TV, radio, social media, billboards, and print.
Learning activities	<ul style="list-style-type: none">• Think, pair, share: have students consider and discuss as a class, 'what are the most annoying aspects of advertising at the moment?'• Survey: conduct a survey in your class on what concerns students have with advertising. Teachers may need to explain each choice to the class. Students can choose more than one concern:<ul style="list-style-type: none">- increased use of sex appeal- advertising targeting children- the content of, and messaging in, gambling advertisements- brands trying to be controversial or offensive in their advertising to stand out- advertisements perpetuating stereotypes- brands making environmental or 'green' claims in their advertising- brands capitalising on social issues- brands exploiting the blurred line between social media content and advertising- tokenistic diversity.• Research (<i>optional, time permitting, and fits within school context</i>): Students find ads that would fit under some of the above categories. This can be sourced from YouTube. Guide students to find historical ads that more overtly raise concerns, and this can lead to discussions about changing social values in society.

Learning activities

- Once you have your results, **compare** them with the survey conducted by **Ad Standards Australia** (page 8). Some questions for discussion:
 - how would you compare the class results to the results from Ad Standards?
 - looking at the class' top 3 concerns, why do you think they are the highest?
 - looking at the Ad Standards top 3, why do you think they are the highest?

Rules: students consider what might be acceptable rules for advertising in Australia. If it were up to you, what five rules would you make advertisers adhere to? Students come up with five rules and elaborations that would explain them. Students can then present their rules and see if there are any common ones in the class.

Session two:

How is advertising regulated in Australia?

Learning intentions:

- Understand the advertising regulation process.

Success criteria:

- I can describe the role of the Ad Standards Board
- I can analyse a case report from Ad Standards.

Enduring product:

- A case report analysis.

Suggested learning activities:

Hook	Screening: show the following advertisement from Red Bull, When Pigs Fly . (This advertisement includes a cartoon depiction of a female's naked legs and bottom. Teachers may want to give a warning omit this section depending on their school's context). Explain to the class that this advertisement was banned in Australia. Discuss, why might this ad have been banned? What specific part/s of the ad do you think were problematic?
Learning activities	<ul style="list-style-type: none"> • Ad Standards: introduce students to Ad Standards and the idea of a complaints-based system of regulation. Screen the introductory video. • Have students complete the Ad Standards training modules: <ul style="list-style-type: none"> - Module one: Advertising self-regulation - Module two: Self-regulation in Australia - Module three: Applying the Codes • Students read through section two of the AANA Code of Ethics and decide what section of the code the Red Bull Ad broke. • Students go through the Case Report and complete an analysis by answering the following questions (note the old name - Ad Standards Bureau): <ul style="list-style-type: none"> - briefly describe the ad and the complaint against the ad - according to the complaint, what is the nature and extent of media influence of the advertisement? - what section of which code is the complaint against? - what was the Board's view of the complaint? What was the outcome? - do you agree with the outcome? What may be the issues in this instance of self-regulation?

Session three:

What rules are there around gambling advertising?

Learning intentions:

- Understand the rules of gambling advertising.

Success criteria:

- I can identify the rules of gambling advertising
- I can analyse a case report of a complaint against a gambling advertisement.

Enduring product:

Two case report analyses.

Suggested learning activities:

Learning activities	<ul style="list-style-type: none">• Wagering Code: as a class, read through the AANA Wagering Advertising Code. Discuss why there is a need for a specific code around gambling advertisements.• Wagering Code case reports: using the cases search function on the Ad Standards website, students need to analyse two case studies of complaints made on advertisements against the wagering code – one that has been upheld and one that has been dismissed. For each case study:<ul style="list-style-type: none">– briefly describe the ad and the complaint against the ad– describe the nature and extent of media influence the complaint suggests the ad has– what section of which code is the complaint against?– what was the Board’s view of the complaint? What was the outcome?– do you agree with the outcome? What may be the issues in this instance of self-regulation?• Additional gambling ad rules: show this video from the ACMA about the additional other rules regarding gambling advertising. Have students explore the ACMA website which outlines these additional rules about when and how gambling ads can be shown. Students can rank how important they think each of these new rules are.• Debate: choose one of the complaints for an advertisement against the wagering code and run a class or a small group debate on whether the complaint against the ad should be dismissed or upheld.
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Session four:

How can I submit a complaint about a gambling advertisement?

Learning intentions:

- Understand the requirements of a advertising complaint.

Success criteria:

- I can identify the rules of gambling advertising.
- I can apply the Wagering Advertising Code to a current or past advertisement.

Enduring product:

A mock complaint against a gambling advertisement.

Suggested learning activities:

Learning activities	<ul style="list-style-type: none">• Reviewing complaints-based process: As a class, review the Ad Standards complaints based process on the website. Cover what details you need to give a complaint, including: <i>A complainant must provide details of the advertisement that sufficiently identifies the particular advertisement, as well as what was found to be offensive about the advertisement.</i>• Mock complaint: students need to write a mock complaint for an advertisement for breaking the Wagering Code. Students should be encouraged to take the enthusiasm seen in other complaints within the case studies they have read when writing their own mock complaint.• Optional: students can assume a persona as they write their complaint (taking demographic and psychographic data into consideration – e.g., age, occupation, address, interests, values) and write their mock complaint with a tone ‘fits’ their persona. <p>Teachers should decide if students select their ads or they are assigned by the teacher. Students must ensure that their mock complaint includes everything that is needed within a complaint, including:</p> <ul style="list-style-type: none">• a name and address (this can be made up)• a description of the advertisement• what part of the Wagering Code the advertisement breaks• what is offensive about the advertisement specifically.
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