



VCE VOCATIONAL MAJOR -  
LITERACY

UNIT 1

# LOVE THE GAME

**BE AHEAD  
OF THE  
GAME**



Victorian  
Responsible  
Gambling  
Foundation



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# BE AHEAD OF THE GAME

## Introduction

### What is Be Ahead of the Game?

Be Ahead of the Game is a school education program about the risks of gambling. Drawing on the latest research, the program's free, curriculum-aligned resources support the whole school community to help students navigate the rapidly evolving gambling landscape and avoid harm from gambling.

Be Ahead of the Game resources are co-developed by the Victorian Responsible Gambling Foundation and Victorian teachers and education professionals. It's one of the ways the Foundation works towards reducing harm from gambling in our communities. The Be Ahead of the Game program offers:

- face-to-face information sessions for teachers, parents and students about the risks of gambling and gaming
- curriculum-aligned teaching resources covering a variety of subject areas
- tools for parents, teachers and schools to develop a gambling harm prevention strategy.

To find out more, visit [beaheadofthegame.vic.gov.au](http://beaheadofthegame.vic.gov.au)

### What's the issue?

Gambling has never been more heavily promoted and accessible to young people. Saturation levels of advertising during sport makes it feel like a normal part of the game, while online games and apps put gambling and simulated gambling within easy reach of all age groups. Be Ahead of the Game helps young people cut through the myths and the marketing to be able to think critically about gambling and gaming.

### Love the game

The Foundation's **Love the Game Sports Club Program** addresses the normalisation of gambling in sports. It challenges sporting clubs to say no to gambling sponsorship while raising awareness about the way young people are being increasingly exposed to gambling through sponsorships and advertising.

## Introduction

Gambling ads are changing the way kids see sport. That's why we encourage young people take back the game. By understanding the risks of sports gambling, they can enjoy sport for what it really is, and love the game, not the odds.

To find out more, visit [lovethethegame.vic.gov.au](https://lovethethegame.vic.gov.au)

If you are concerned that gambling is affecting a student or someone they know, you can refer them to our free and confidential Gambler's Help Youthline support service on 1800 262 376 or at [gamblershelp.com.au/youthline](https://gamblershelp.com.au/youthline)

Educators and parents can also contact this service for advice or visit [gamblershelp.com.au](https://gamblershelp.com.au) for more information.

# Be Ahead of the Game resources for VCE Vocational Major

The Victorian Responsible Gambling Foundation provides resources to support the delivery of the Victorian Certificate of Education Vocational Major (VCE VM) subjects. VCE VM is accredited at two levels: Year 11 Units 1 and 2, and Year 12 Units 3 and 4. The qualification levels cater for a range of students with different abilities and interests, and support development of personal, workplace and subject-specific skills, knowledge, and attributes. They are designed to help students make informed choices about employment and education pathways.

The Foundation's VCE VM resources support the achievement of outcomes in:

- Literacy
- Numeracy
- Personal development skills.

The following table lists the resources, curriculum areas, units and outcomes that are supported. Detailed curriculum alignment can be found in each resource.

	Literacy							
	Unit 1		Unit 2		Unit 3		Unit 4	
Outcome	1	2	1	2	1	2	1	2
Love the game	●	●						
Potential influences					●	●		

	Personal development skills											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Knowing the score					●	●						
Knowing when it's a concern										●	●	●

	Numeracy											
	Unit 1			Unit 2			Unit 3			Unit 4		
Outcome	1	2	3	1	2	3	1	2	3	1	2	3
Finances and gambling	●	●	●									
What are the chances?				●	●	●						
Earnings, expenditure, and gambling							●	●	●			
Odds and probability										●	●	●

Note: Not all learning outcomes from a VCE VM unit are covered in each resource.

# Resource overview for this unit

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## Resource focus

This resource addresses learning outcomes for students working towards Unit 1 of VCE VM Literacy.

Students will develop a presentation ('pitch') for a sporting club of their choice to convince the club that they should sign up to the Victorian Responsible Gambling Foundation's sporting club program, Love the Game.

Students will analyse a sample pitch and then go through the process of planning, drafting, and editing their own. They will then complete a self-assessment using a rubric.

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## Resource elements

This resource consists of:

- information for teachers on how to deliver the activities
- worksheets, templates, and resources for students
- a rubric for self-evaluation and assessment
- a planner with additional activity ideas to cover Unit 1 of VCE VM Literacy
- a timeline suggesting how activities could be used across a semester/half year.

The activities in this resource are:

1. tuning in
2. what is a pitch?
3. planning, drafting, and presenting the pitch
4. reflecting on the pitch.

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## Resource requirements

For the learning activities described in this resource, students will require access to:

- computers and the internet
- the resources included in this document
- digital resources provided in the Victorian Responsible Gambling Foundation's Love the Game website: [lovethethegame.vic.gov.au](http://lovethethegame.vic.gov.au)

## Summary of activities

Activities	Activity overview	Resource requirements
<b>1. Tuning in – 2 x 60 minutes</b>	<ul style="list-style-type: none"> <li>Class discussion about gambling and sport.</li> <li>Explore the Victorian Responsible Gambling Foundation's Love the Game website.</li> <li>Answer questions about the Love the Game program.</li> </ul>	<ul style="list-style-type: none"> <li><b>Notes on videos about gambling in sport</b> (appendix 1)</li> <li><b>Student discussion</b> (appendix 2)</li> <li><b>Mind map</b> (appendix 3)</li> <li>Love the Game videos</li> <li>Love the Game website (<a href="http://lovethethegame.vic.gov.au">lovethethegame.vic.gov.au</a>)</li> </ul>
<b>2. What is a pitch? – 60 minutes</b>	<ul style="list-style-type: none"> <li>Discuss requirements for the pitch.</li> <li>Read and view a sample pitch.</li> <li>Answer questions about the sample pitch.</li> </ul>	<ul style="list-style-type: none"> <li><b>Develop a pitch to a sporting club</b> (appendix 4)</li> <li><b>Sample pitch</b> (appendix 5)</li> <li><b>Language features of a pitch</b> (appendix 6)</li> <li><b>Questions on reading a pitch</b> (appendix 7)</li> <li><b>Assessment rubric</b> (appendix 10)</li> <li><b>Love the Game example pitch</b></li> </ul>
<b>3. Planning, drafting, and presenting the pitch – 4 x 60 minutes</b>	<ul style="list-style-type: none"> <li>Complete a planning template to help students create their pitch.</li> <li>Plan, draft and present the pitch.</li> </ul>	<ul style="list-style-type: none"> <li><b>Planning a pitch</b> (appendix 8)</li> <li><b>Assessment rubric</b> (appendix 10)</li> <li>computers and presentation software such as PowerPoint, Keynote, Canva or Prezi</li> <li>screen to show presentation slides.</li> <li>microphone/device that allows recording (if presentations are recorded)</li> </ul>
<b>4. Reflecting on the pitch – 60 minutes</b>	<ul style="list-style-type: none"> <li>Reflect on the pitch and the issues explored during its creation.</li> <li>Complete a self-assessment using a rubric.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reflection questions</b> (appendix 9)</li> <li><b>Assessment rubric</b> (appendix 10)</li> </ul>

This resource is available at  
[beaheadofthegame.vic.gov.au](http://beaheadofthegame.vic.gov.au)



## Curriculum links

The activities in this literacy resource are designed to help students develop knowledge and skills in:

- literacy for personal use
- understanding and creating digital texts.

The information provided in the resources has been adapted from the **VCE VM Literacy study design**. Additional support materials are available at the Victorian Curriculum and Assessment Authority's website: [vcaa.vic.edu.au/](http://vcaa.vic.edu.au/).

### Activity alignment to VCE VM Literacy learning outcomes

The activities in this resource support development of the following outcomes in VCE VM Literacy:

#### Unit 1

<b>Area of Study 1: Literacy for personal use</b>	<b>Outcome 1</b> On completion of this unit, the student will understand how text types are constructed for different purposes, audiences, and contexts through a range of written, digital, oral, and visual responses.
<b>Area of Study 2: Understanding and creating digital texts</b>	<b>Outcome 2</b> On completion of this unit, the student will understand literacy and digital communication conventions by responding to and creating a range of digital content suitable for a community, workplace, or vocational context.

#### Summary of activities and outcomes

	<b>Activity 1 - Tuning in</b>	<b>Activity 2 - What is a pitch?</b>	<b>Activity 3 - Planning, drafting, and presenting the pitch</b>	<b>Activity 4 - Reflecting on the pitch</b>
<b>Unit 1, Outcome 1</b>	●	●		
<b>Unit 1, Outcome 2</b>	●	●	●	●



# Learning activities: teacher notes

## 1. Tuning in

### Activity overview

Students will consider the growing culture of gambling in sport and how this can make it harder for young people to recognise the serious risks involved.

Students will investigate the Victorian Responsible Gambling Foundation's Sporting Club Program, Love the Game, and participate in a group discussion and mind mapping exercise about gambling and sport.

### Learning intention

- To understand the culture of gambling in sport and the risks involved for young people.
- To understand the nature and purpose of the Victorian Responsible Gambling Foundation's Sporting Club Program.
- To use spoken language to explore issues.
- To identify the main ideas in a text.

### Success criteria

At the end of the activity, students will be able to:

- identify examples of gambling in sport
- identify ways that advertising influences gambling in sport
- identify the risks of gambling for young people
- describe the Victorian Responsible Gambling Foundation's Sporting Club Program, Love the Game, and what it aims to achieve
- participate in a group discussion.

### Duration

Approximately 2 x 60 minutes.

### Resources

- The Victorian Responsible Gambling Foundation's Love the Game website: [lovethedgame.vic.gov.au](http://lovethedgame.vic.gov.au)
- Videos:
  - Love the game not the odds (<https://www.youtube.com/watch?v=2TyTSgz530w>)
  - Why we Love the Game ([https://youtu.be/OW8uaS\\_QP94](https://youtu.be/OW8uaS_QP94))
  - Love the Game Month ([www.youtube.com/watch?v=Fth8wbwxU10](http://www.youtube.com/watch?v=Fth8wbwxU10))
  - Easton Wood talks to The Project (<https://www.facebook.com/watch/?v=398445067435303&ref=sharing>)
- **Notes on videos about gambling in sport** (appendix 1)
- **Student discussion** (appendix 2)
- **Mind map** (appendix 3).

### Activity description

#### 1.1 Class discussion

Watch the following videos about gambling in sport:

- **Love the game not the odds**
- **Why we Love the Game**
- **Love the Game Month**
- **Easton Wood talks to The Project**

## Learning activities: teacher notes

More videos about gambling and sport can be found at the Victorian Responsible Gambling Foundation's YouTube channel: ([youtube.com/@ResponsibleGambling](https://www.youtube.com/@ResponsibleGambling))

Provide students with **Notes on videos about gambling in sport**. Ask students to take notes about the main points covered in each of the videos. Discuss these points.

Lead a class discussion about gambling and sport. Use some of the following questions to guide the discussion:

- Who has seen a sports betting advertisement in the last week?
- Where have you seen sports betting advertising?
- How often have you seen it?
- 948 gambling ads were broadcast daily on free-to-air TV in Victoria in 2021.

148 gambling ads were broadcast on free-to-air TV between 6–8.30pm every weeknight, during the evening family viewing slot. Does this surprise you?

What does this mean for how often young people are exposed to gambling promotion?

- What harm can gambling cause?
- How do you think gambling advertising affects young people?
- Do you think sports gambling is getting easier or harder to access? Why?
- What types of gambling language have you heard when people are talking about sport (for example, 'sure bet', 'odds on')? What does this say about our sport culture?
- How do sports betting companies make gambling seem normal?
- In what ways do sports betting companies encourage people to take up gambling?

- What is meant by the 'normalisation' of gambling?
- What are the dangers of normalising gambling?
- What interests do sports betting companies have in making gambling seem normal?

For further information on gambling advertising see:

- **Gambling in Victoria - gambling advertising**

## 1.2 Group work – questions

Break students up into small groups. Ask each group to explore the Love the Game website: [lovethegame.vic.gov.au](https://lovethegame.vic.gov.au)

Ask students to work together to answer the questions included in **Student discussion**. Bring the class back together and discuss students' responses.

## 1.3 Mind map

Ask students to create a **Mind map** exploring the issue of gambling in sport. Some key words that students could use include:

- advertising
- sponsorship
- kids / young people
- online gambling
- addiction
- gambling companies
- sporting clubs.

## 2. What is a pitch?

### Activity overview

Students are provided with details about the 'pitch' task that they will complete in the next series of activities. This includes an assessment rubric, which describes the objective in writing their own pitch.

Students read and view a sample pitch, considering language features, structure, audience, and purpose. They identify the persuasive techniques used, evaluate effectiveness in relation to the audience and purpose, and suggest improvements.

Students answer questions about the sample pitch to demonstrate their understanding.

### Learning intentions

- To be able to identify the audience and purpose of a text.
- To understand the structure and language conventions used in a pitch.
- To be able to identify persuasive techniques used in a text.
- To be able to evaluate the effectiveness of a text in terms of audience and purpose.

### Success criteria

At the end of the activity, students will be able to:

- describe the audience and purpose of the sample pitch
- describe the structure and language features commonly used in a pitch
- describe persuasive techniques used in the pitch.

### Duration

Approximately 60 minutes.

### Resource requirements

This activity requires the following resources:

- [Develop a pitch to a sporting club](#)
- [Love the Game example pitch \(Download PPT\)](#)
- [Sample pitch annotated guide](#)
- [Language features used in a pitch](#)
- [Questions on reading a pitch](#)
- [Assessment rubric](#)

### Activity description

#### 2.1 Introducing the task

Provide students with the following resources:

- [Develop a pitch to a sporting club](#)
- [Assessment rubric](#)

It is recommended to read through the task description and the rubric with students to ensure their understanding and requirements of the task.

#### 2.2 Reading and viewing a sample pitch

Watch the sample pitch presentation and provide students with the [Sample pitch](#). Read through the annotated sample pitch with students.

Encourage students to annotate the sample pitch while it is being discussed.

Ask students to identify the purpose and audience of the sample pitch.

Discuss the structure of the pitch (opening, about the organisation, features and benefits, closing)

Provide students with [Language features used in a pitch](#). Discuss the language features. These include:

- present tense
- use of positive adjectives (for example. healthy, delicious, successful, supportive)
- short, direct sentences

## Learning activities: teacher notes

- strong verbs (for example: fight, lift out, raise)
- personal pronouns (I, you, we).

Discuss the persuasive techniques used in the pitch. These include:

- a 'hook' to grab the audience's attention
- emotive language

- a personal story to convince the audience
- logical arguments
- statistics to back up arguments
- a call to action.

Ask students to answer **Questions on reading a pitch**.

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# 3. Planning, drafting, and presenting the pitch

## Activity overview

In this activity, students plan, draft and present their pitch, using planning and drafting templates.

## Learning intention

To be able to plan, draft, edit and present a pitch.

## Success criteria

At the end of the activity, students will be able to:

- complete a planning template
- write a draft
- edit and produce a final version
- create a slideshow with graphics and visual design supporting the pitch
- present the pitch (live or pre-recorded).

## Duration

Approximately 4 x 60 minutes. This will depend on the time students require to create their pitch, and how the pitches will be presented.

## Resource requirements

This activity requires the following resources:

- **Develop a pitch to a sporting club** (appendix 4)
- **Sample pitch** (appendix 5)
- **Questions on reading a pitch** (appendix 7)
- **Planning a pitch** (appendix 8)
- **Assessment rubric** (appendix 10)
- computers and presentation software such as PowerPoint, Keynote, Canva or Prezi.
- screen to show presentation slides.
- microphone/device that allows recording (if presentations are recorded).

## Activity description

### 3.1 Planning the pitch

Provide students with document: **Planning a pitch**. Remind students of the structure of a pitch and the elements that they need to include (see **Develop a pitch to a sporting club**).

Go through each of the sections in the plan. Explain the following concepts:

- evidence (statistics, facts, quotes or examples that back up an argument)
- call to action (telling the audience what action you want them to take).

Support students as they plan their pitch.

When planning the graphics and visual design of their presentation, students may wish to use the digital assets available at **lovethethegame.vic.gov.au/resources**.

### 3.2 Drafting the pitch

Revisit the different kinds of persuasive writing techniques discussed when reading the **Sample pitch**. This may include:

- adjectives that describe the Love the Game program in a positive way
- emotive language that generates an emotional response
- inclusive language – the use of ‘I’ and ‘we’ to build a bond with the audience
- a personal story to give a ‘human face’ to the issue.

### 3.3 Editing the pitch

When students have completed a draft, advise them to use the **Assessment rubric** to check that they have included all the necessary elements in their pitch.

Encourage students to practice their pitch and make changes to improve it. They may wish to gain some constructive feedback from peers.

Students should time their pitch to approximately three to four minutes long.

### 3.4 Presenting the pitch

Provide students with the opportunity to present their pitch. This could include:

- presenting to students from their own or another class
- presenting to students at a year level or whole school assembly
- presenting to representatives from a sporting club
- recording the pitch using presentation software
- streaming the pitch on social media.

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## 4. Reflecting on the pitch

### Activity overview

In this activity, students reflect on their pitch and the issues explored during its creation and complete a self-assessment using a rubric.

### Learning intentions

- To reflect on the strengths and weaknesses of the pitch.
- To reflect on learnings about gambling and sport.

### Success criteria

At the end of the activity, students will be able to:

- describe what went well and what could be improved in the presentation pitch
- describe learnings about gambling and sport
- use an assessment rubric to reflect on their performance in writing and presenting the pitch.

### Duration

Approximately 60 minutes.

### Resource requirements

This activity requires the following resources:

- **Reflection questions** (appendix 9)
- **Assessment rubric** (appendix 10).

### Activity description

Facilitate a class discussion to reflect on the presentations. The following questions may be useful:

- What have we learnt about the increasing amount of betting in sport, and how might this affect young players and fans?
- What worked well and what could be improved in your presentation?
- What was something you saw in someone else’s presentation that worked well?
- What persuasive techniques did people use?

## Learning activities: teacher notes

- What graphics and visual design did people use to enhance the presentation?

You may also wish to use the rubric to assess students and provide feedback, or for peer assessment.

Ask students to complete the **Reflection questions**.

Students should reflect further on their pitch and presentation by completing the **Assessment rubric**.

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## Additional activities

The following lesson ideas build on the activities in this resource, in accordance with Outcomes 1 and 2 of Unit 1 in the VCE Vocational Major Literacy. Teachers can modify these ideas to accommodate student requirements.

### Elevator pitch

An elevator pitch is a short persuasive speech intended to promote an idea, product, business or person. Ask students to think about an elevator pitch and the various purposes and audiences. Here are some examples:

- Elevator pitch examples: [www.youtube.com/watch?v=uyxferV5ttY](http://www.youtube.com/watch?v=uyxferV5ttY)
- GoDaddy elevator pitch episode 1: [www.youtube.com/watch?v=25ZvqrascRc](http://www.youtube.com/watch?v=25ZvqrascRc)
- GoDaddy elevator pitch episode 2: [www.youtube.com/watch?v=ho4LG20JQWO](http://www.youtube.com/watch?v=ho4LG20JQWO)

Discuss the structure of an elevator pitch, possible elements that would make a pitch successful, and what type of language is used. Ask students to create an elevator pitch for a particular product using role play and invite feedback on the resulting pitch.

### Reflective journal

Students complete a reflective journal about their thoughts on gambling and sport. This could involve:

- keeping a diary noting the prevalence of gambling products and promotions in a given week
- recording what they have learned about gambling harm
- noting how gambling influences peoples' relationship to sport
- recording their own insights or experiences related to gambling.

### Comparing text types

Students choose an article, webpage, video, media release or infographic from the Victorian Responsible Gambling Foundation **website** and consider the audience, purpose, structure and content.

Students use a graphic organiser such as a Venn diagram to compare and contrast the structure and language features of the different text types.

### Research task and report

Students research and write a report on gambling advertising. The report could address the number of gambling ads, types of gambling ads, money spent on gambling ads, regulations placed on gambling advertising and the impacts of gambling advertising.

### Review Love the Game social media

Students are asked to review Love the Game social media accounts: **Instagram** (@lovethethegame), **Twitter** (@vicrgf), **Facebook** (ResponsibleGambling).

Ask students to discuss which posts are most effective, and what makes them effective. Discuss how this might change depending on the audience being targeted.

Ask students to consider what would be the most effective digital format to communicate the risks of gambling and create their own posts promoting Love the Game's messaging.

**Explore the language, and visual and sound design of gambling ads**

Watch a range of sports gambling ads and ask students to make a list of common terms and wording. Discuss how these words are used to persuade the consumer.

Discuss the different types of gambling ads, the language they use, and the difference between gambling ads and sports commentary.

Discuss the common visual features and music in gambling ads, and how they are used to persuade the consumer.

**Interview – podcast or video**

Students listen to a podcast or video interview, considering the audience, purpose, structure, and language used. Students evaluate the effectiveness of the podcast or video in relation to its audience and purpose.

Students conduct a podcast or video interview about gambling in sport with a representative from a nominated sporting club.

**Reading response**

After reading the article ***From TV to TikTok**, young people are exposed to gambling promotions everywhere*, students consider their own experiences of exposure to gambling promotion.

Students write an opinion piece stating their thoughts on the measures for harm reduction detailed in the article.

**Write a gambling policy**

Researching gambling policies from different sporting clubs, students discuss the purpose, audience, and structure of these policies.

Students write a gambling policy for a new sporting club - including the club's approach to responsible gambling, advertising guidelines, education, and training - and present the policy in a digital format

**Research alternative sources of funding to gambling**

Students consider the following case study:

Imagine that a sporting club has decided to stop accepting funding from gambling sponsorship and needs to find alternative sources of funding.

Students research where alternative funding could be found and develop a presentation showing the results of their research.

**Debate**

Stage a debate responding to the question, 'Should gambling advertising be banned?' with students forming arguments for and against the proposition. Teams then present their respective arguments in a debate.

**Narrative**

Students watch videos on the **Personal Stories** section of the Victorian Responsible Gambling Foundation's **YouTube channel**. Students write a script involving a person who has been affected by gambling.



## Unit planner

The following table provides an example of organising activities in order to comply with the requirements of Outcomes 1 and 2 of Unit 1 in VCE Vocational Major Literacy.

Activity	Approximate time	Outcome
Elevator pitch	1 week	1
Reflective journal	(Ongoing throughout the unit)	1
Creating and reflecting on pitch <ul style="list-style-type: none"> <li>• Tuning in</li> <li>• What is a pitch?</li> <li>• Planning, drafting, and presenting the pitch</li> <li>• Reflecting on the pitch.</li> </ul>	4 weeks	1 and 2
Comparing text types	1 week	1
Research task and report	2 weeks	1
Review 'Love the game' social media	2 weeks	2
Explore the language, and visual and sound design of gambling ads	1 week	1 and 2
Interview – podcast or video	2 weeks	1 and 2
Reading response	1 week	1
Write a gambling policy	2 weeks	1 and 2
Research alternative sources of funding	2 weeks	1 and 2
Debate	1 week	1
Narrative	1 week	1



# Notes on videos about gambling in sport

Take notes about the main points covered in each of the videos.

Love the game not the odds: video  
(<https://www.youtube.com/watch?v=2TyTSgz530w>)

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Love the Game Month: video  
([www.youtube.com/watch?v=Fth8wbwxU10](http://www.youtube.com/watch?v=Fth8wbwxU10))

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**Appendix 1** Notes about videos about gambling in sport

Easton Wood talks to The Project  
(<https://www.facebook.com/watch/?v=398445067435303&ref=sharing>)

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Why we Love the Game  
([https://youtu.be/OW8uaS\\_QP94](https://youtu.be/OW8uaS_QP94))

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# Student discussion – Love the Game Sporting Club Program [lovethethegame.vic.gov.au](http://lovethethegame.vic.gov.au)

What is the aim of the Love the Game Sporting Club Program?

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What is the key message of the phrase ‘Love the game, not the odds’?

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Do you agree with the ‘Love the game, not the odds’ message?  
Explain your answer.

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Identify at least three ways sporting clubs can show young people that gambling and sport don’t have to go together.

- a. 

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- b. 

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- c. 

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**Appendix 2 Student discussion – Love the Game Sporting Club Program**

Why do you think the Love the Game program asks sporting clubs to refuse sponsorship from sports betting companies?

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What might persuade clubs to join the Love the Game program?

a. \_\_\_\_\_

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b. \_\_\_\_\_

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c. \_\_\_\_\_

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Have you been involved with any clubs that have joined the Love the Game program, or made responsible gambling a key focus?

Yes / No

Why do you think these clubs have/have not made this message a priority?

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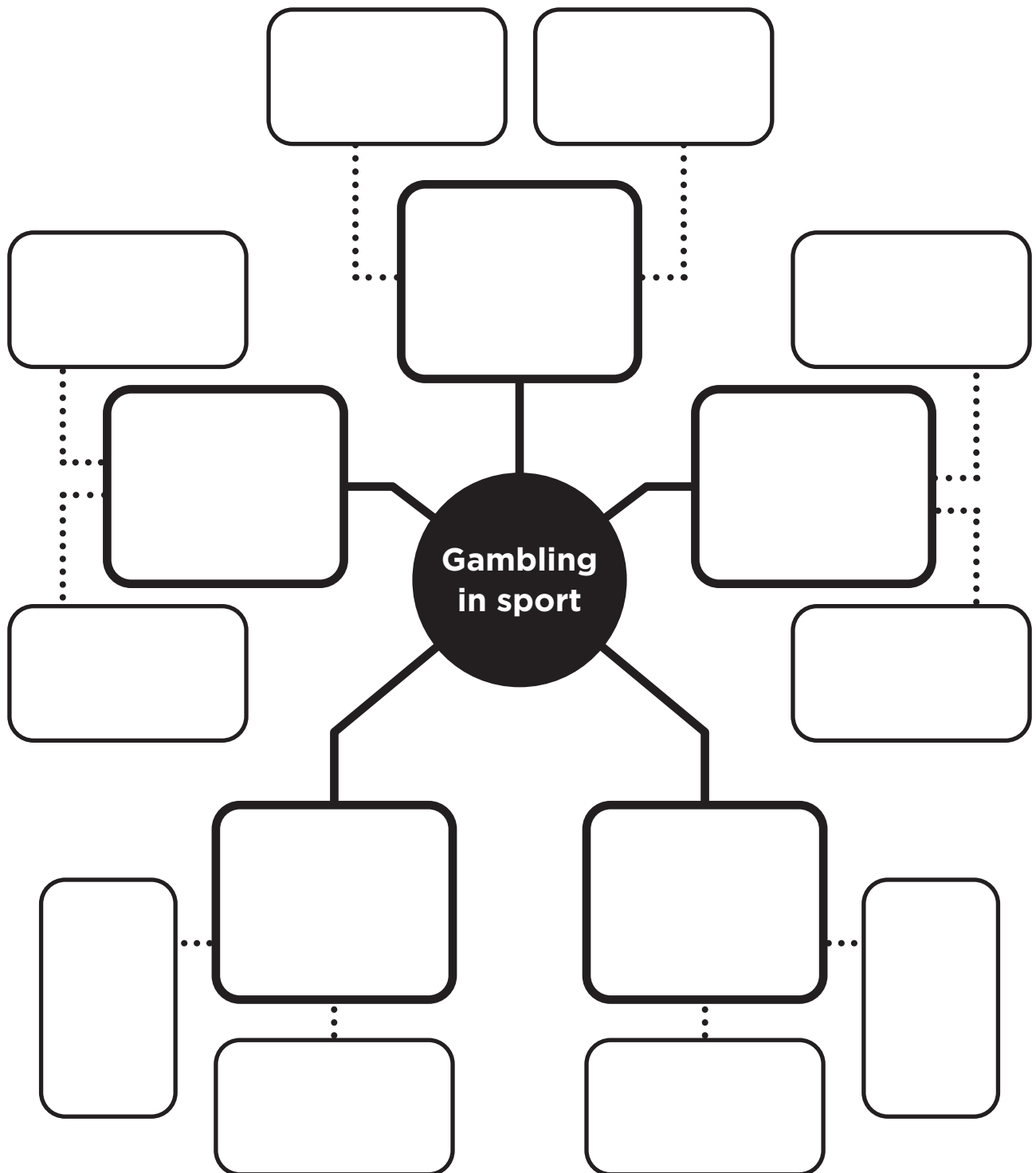
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# Mind map





# Develop a pitch to a sporting club

## THE TASK

Develop a presentation pitch for a sporting club of your choice to convince them that they should sign up to the Victorian Responsible Gambling Foundation's Love the Game Sporting Club Program.

### Length

Your pitch should be 3-4 minutes long.

### Presentation

You should use presentation software (for example, PowerPoint, Keynote, Google Slides, Prezi, Canva).

### What do I need to include?

In your pitch you need to have the following:

- a description of the problem (i.e. the normalisation of gambling in sport among young people)
- arguments for why the sporting club should sign up
- closing message with a call to action (what you want the audience to do)
- graphics and visual design that supports the content of the presentation.

Your pitch should include:

- description of problem
- reasons why the club should join Love the Game
- a closing summary
- call to action.

### Where can I find the information I need?

You can find information about Love the Game at [lovethegame.vic.gov.au](http://lovethegame.vic.gov.au)

Additional information about the risks of gambling and the harm it can cause can be found at [responsiblegambling.vic.gov.au](http://responsiblegambling.vic.gov.au)

## ASSESSMENT

Consult the [Assessment rubric](#) to assist you in planning and presenting your pitch.

# Sample pitch

**Opening**

Did you know that young people make up nearly a quarter of the homeless population?

Some young people are doing it tough and they just need a bit of a leg up in order to thrive.

My name is Elliot Stillman and I am from VBurger. We are a social burger chain that provides opportunities for young people to lift themselves out of the homeless cycle.

I am going to talk about how VBurger can work together with WestMarket Shopping Centre to help fight youth homelessness.

← **Hook** (a fact, figure or statement to grab your audience's attention)

← **The problem** (states the problem that needs to be solved)

← **Introduction** (introduces themselves, their organisation and what they are going to talk about)

**About the organisation**

VBurger serves healthy, delicious vegetarian and vegan burgers. We employ over 100 young people who have experienced homelessness or are at risk of experiencing homelessness. We have seven successful restaurants around Melbourne and regional Victoria.

← **Positive adjectives** (describes the organisation in a positive way)

**Features and benefits**

At VBurger young people are able to develop their confidence, be part of a supportive community and gain valuable skills in the hospitality industry. Seventy per cent of our employees have gained a TAFE certificate, which will set them on track for a successful career in hospitality and beyond.

← **Statistics** (uses statistics to show the success of the program)

Sarah is one of our many success stories. When she joined us two years ago, she had left home escaping domestic violence and was couch surfing at various friends' houses. At VBurger, Sarah completed a Certificate II in Hospitality. She has just been accepted for an apprenticeship in commercial cookery, working at one of Melbourne's top restaurants.

← **Story** (tells a story about an employee to show the success of the program)

VBurger can bring people to WestMarket Shopping Centre. Over 50 per cent of people we interviewed said that they would travel further to visit a restaurant that supported young people at risk.

← **Benefits** (explains how the audience will benefit)

Having a social enterprise onsite is also likely to raise the profile of WestMarket Shopping Centre. Visitors will see it as a friendly place that supports the community. Plus, our enthusiasm and positivity are infectious and it often rubs off on people around us.

← **Evidence** (supports the statement with evidence)

**Closing**

We feel that there are great benefits for WestMarket Shopping Centre and VBurger in developing a partnership.

We would like WestMarket to lease a restaurant space to VBurger at an affordable rate and to help us to promote our business.

← **Call to action** (states what they want the audience to do)

Let's solve the problem of youth homelessness together.



# Language features of a pitch

<b>Present tense</b> <i>At VBurger, young people can develop their confidence</i> <i>VBurger serves healthy, delicious vegetarian and vegan burgers.</i>	Persuasive texts are written in the present tense
<b>Use of positive adjectives</b> <i>healthy, delicious, successful, supportive</i>	Promotes the idea or organisation
<b>Short, punchy sentences</b> <i>Sarah is one of our many success stories</i>	Holds the audience's attention
<b>Strong verbs</b> <i>fight, lift out, raise</i>	Makes the pitch more persuasive
<b>Personal pronouns</b> <i>I, you, we</i>	Makes the audience feel more involved because you are speaking directly to them

# Questions on reading a pitch

Who is the audience for the pitch?

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What is the purpose of the pitch?

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What arguments does the presenter use to persuade the audience?

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b. 

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c. 

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d. 

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Do you think these arguments are convincing? Why/why not?  
(Think about the purpose and audience of the pitch)

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## Appendix 7 Questions on reading a pitch

What persuasive techniques did the presenter use to convince the audience?

- Emotive language
- Success story
- Evidence to support an argument
- Statistics
- Short, punchy sentences
- Repetition
- Using personal pronouns (I, we, you)
- Rhetorical questions

What would you change or add to the presentation to make it more effective?

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# Planning a pitch

Use this template to help you plan your pitch.

## Audience

Which sporting club will you present your pitch to?

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## Hook

Add in a statistic, question or statement that will capture your audience's attention.

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## The issue

What is the problem that needs to be solved?

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## Details about the Love the Game program

What information will you include about the Victorian Responsible Gambling Foundation's Love the Game program? You can find information at [lovethegame.vic.gov.au](http://lovethegame.vic.gov.au)

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## Arguments/reasons for joining the program

What arguments or reasons can you use to persuade the sporting club to join the program?

What evidence can you use to back up your argument? Evidence can be in the form of facts, statistics, quotes, or examples.

**Argument 1** (put your strongest argument first)

**Evidence**

**Argument 2**

**Evidence**

<b>Argument 3</b>
<b>Evidence</b>

## Closing

What will your call to action be? This is a short phrase that states what you want the audience to do.

E.g., *'We would like WestMarket to lease a restaurant space to VBurger at an affordable rate and to help us to promote our business.'*

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## Graphics and visual design

What graphics or pictures will you use to support your presentation?

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# Reflection questions

What do you think worked well in your presentation?

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How do you think you could have improved your presentation?

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What did you learn about writing and presenting a pitch?

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What issues or obstacles did you encounter when creating your pitch?

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**Appendix 9 Reflection questions**

What is one thing you saw in another student's pitch that you would use if you were creating another pitch?

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What is one thing you will focus on when presenting to a group next time?

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What did you learn about gambling and sport?

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# Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Use the processes of planning, drafting and editing to produce written texts	<ul style="list-style-type: none"> <li>• adds detailed notes into plan</li> <li>• completes a draft</li> <li>• seeks feedback and makes necessary changes to improve the pitch</li> <li>• develops slide show with highly effective visual design that supports or enhances the pitch message/s</li> <li>• completes sophisticated self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• completes a detailed plan</li> <li>• completes a draft</li> <li>• seeks feedback</li> <li>• edits draft and completes a final copy</li> <li>• develops a slide show with a visual design that enhances the messages in the pitch</li> <li>• completes self- reflection</li> </ul>	<ul style="list-style-type: none"> <li>• completes a plan</li> <li>• completes a draft</li> <li>• completes final copy</li> <li>• develops a slide show to support pitch</li> </ul>	<ul style="list-style-type: none"> <li>• does not complete a plan</li> <li>• final copy is not complete</li> <li>• slide show is not complete</li> </ul>
Use language and tone appropriate to the text's purpose and audience	<ul style="list-style-type: none"> <li>• uses language that promotes the Love the Game program and its message</li> <li>• uses a range of highly sophisticated persuasive techniques</li> <li>• uses vocabulary specifically for purpose and target audience</li> </ul>	<ul style="list-style-type: none"> <li>• uses language that promotes the Love the Game program</li> <li>• uses a range of persuasive writing techniques</li> <li>• uses vocabulary specifically for purpose and target audience</li> </ul>	<ul style="list-style-type: none"> <li>• uses language suitable for presenting to a sporting club</li> <li>• uses language that promotes the Love the Game program</li> <li>• uses persuasive language</li> </ul>	<ul style="list-style-type: none"> <li>• uses inappropriate language for presenting to a sporting club</li> <li>• does not use language that promotes the Love the Game program</li> <li>• does not use persuasive language</li> </ul>

## Appendix 10 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Sequence and structure ideas and arguments to suit the purpose	Includes: <ul style="list-style-type: none"> <li>an opening with a highly engaging hook</li> <li>a concise description of the problem</li> <li>more than three convincing arguments for joining the Love the Game program.</li> <li>a highly persuasive closing with a call to action.</li> </ul>	Includes: <ul style="list-style-type: none"> <li>an opening with a hook</li> <li>a description of the problem</li> <li>more than two convincing arguments for joining the Love the Game program.</li> <li>a closing with a call to action.</li> </ul>	Includes: <ul style="list-style-type: none"> <li>an opening</li> <li>a description of the problem</li> <li>at least two convincing arguments for joining the Love the Game program</li> <li>a closing</li> </ul>	Includes: <ul style="list-style-type: none"> <li>less than two convincing arguments for joining the Love the Game program.</li> <li>does not include an opening or closing</li> </ul>
Relate several ideas or pieces of information within one text	<ul style="list-style-type: none"> <li>links ideas in a highly sophisticated way</li> </ul>	<ul style="list-style-type: none"> <li>links ideas in a sophisticated way</li> </ul>	<ul style="list-style-type: none"> <li>links ideas to ensure flow of presentation</li> </ul>	<ul style="list-style-type: none"> <li>does not link the information and arguments in the pitch</li> </ul>
Provide evidence and argues persuasively for a point of view	<ul style="list-style-type: none"> <li>provides a sophisticated range of evidence which convincingly supports each argument</li> </ul>	<ul style="list-style-type: none"> <li>provides a range of evidence which convincingly supports each argument</li> </ul>	<ul style="list-style-type: none"> <li>provides some persuasive evidence for some arguments</li> </ul>	<ul style="list-style-type: none"> <li>provides little or no evidence to support arguments</li> </ul>
Use correct spelling, punctuation, and grammar	<ul style="list-style-type: none"> <li>uses correct spelling and appropriate technical terms</li> <li>uses a variety of sentence types that are grammatically correct</li> <li>uses punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>uses spelling that is accurate, including technical words</li> <li>uses sentences that are grammatically correct</li> <li>uses some different sentence types</li> <li>uses punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>spells most words accurately</li> <li>writes sentences that are mostly grammatically correct</li> <li>uses tenses correctly</li> <li>uses punctuation correctly most of the time</li> </ul>	<ul style="list-style-type: none"> <li>spells some words incorrectly</li> <li>sentences are often not grammatically correct</li> <li>uses punctuation that is mostly incorrect</li> </ul>
Projects voice, speaks at an appropriate pace, speaks clearly	<ul style="list-style-type: none"> <li>demonstrates good control of voice and intonation to engage the audience</li> <li>speaks clearly and is easy to understand throughout the presentation</li> </ul>	<ul style="list-style-type: none"> <li>uses intonation</li> <li>speaks at an appropriate pace throughout the presentation</li> <li>speaks clearly and is easy to understand throughout the presentation</li> </ul>	<ul style="list-style-type: none"> <li>projects voice for most of the presentation</li> <li>appropriate pace is generally used</li> <li>speaks clearly</li> </ul>	<ul style="list-style-type: none"> <li>projects voice sometimes but is often difficult to hear</li> <li>speaks in a monotone</li> <li>speaks too fast or too slow</li> <li>does not speak clearly and is difficult to understand</li> </ul>

## Appendix 10 Assessment rubric

Criteria	Excelling	Achieving	Satisfactory	Not yet satisfactory
Uses appropriate non-verbal communication	<ul style="list-style-type: none"> <li>maintains consistent eye contact with the audience and uses eye contact to convey interest and engagement</li> <li>uses body language to reinforce key points</li> <li>uses appropriate gestures to emphasise points, and avoids distracting gestures</li> <li>uses facial expressions effectively to engage the audience</li> </ul>	<ul style="list-style-type: none"> <li>maintains consistent eye contact with the audience</li> <li>maintains good posture and avoids fidgeting during the presentation</li> <li>uses appropriate gestures to emphasise points</li> <li>uses facial expressions to engage the audience</li> </ul>	<ul style="list-style-type: none"> <li>maintains some eye contact with the audience</li> <li>stands with upright posture for most of the presentation</li> <li>uses some appropriate gestures to emphasise points</li> <li>uses some facial expressions to engage the audience</li> </ul>	<ul style="list-style-type: none"> <li>does not maintain consistent eye contact with the audience</li> <li>slouches or fidgets during the presentation</li> <li>does not use appropriate gestures to emphasise points</li> <li>does not use facial expressions to engage the audience</li> </ul>
Timing of presentation is within the required range (approx. 3-4 minutes)	<ul style="list-style-type: none"> <li>presents for 3-4 minutes</li> </ul>	<ul style="list-style-type: none"> <li>presents for 3-4 minutes</li> </ul>	<ul style="list-style-type: none"> <li>presents for 2-3 minutes or 4-5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>presents for considerably under 2 minutes or over 5 minutes</li> </ul>

### Teacher feedback

### Peer feedback

# VCE VOCATIONAL MAJOR - LITERACY

UNIT 1

## LOVE THE GAME

### CONNECT WITH US ON:



vicrgf



responsiblegambling



Victorian Responsible Gambling Foundation



ResponsibleGambling

[responsiblegambling.vic.gov.au](http://responsiblegambling.vic.gov.au)

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OF THE  
GAME**



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