VCAL – Literacy unit:
Love the game, not the odds
Acknowledgements

Project sponsor: Janet Dore, Interim Chief Executive Officer, Victorian Responsible Gambling Foundation

Resource authors: Valad Solutions Pty Ltd; and Mark Riddiford, Senior Prevention Advisor (Education), Victorian Responsible Gambling Foundation

Resource editors: Alice Dunt, Director, Prevention, Victorian Responsible Gambling Foundation; and Steve Dobney, Editorial Consultant

Designer: Kim Ferguson

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Victorian Responsible Gambling Foundation

Address: Level 6, 14-20 Blackwood Street, North Melbourne, Victoria 3051
Mail: PO Box 2156, Royal Melbourne Hospital, Victoria 3050
Ph: (03) 9452 2600
Website: responsiblegambling.vic.gov.au
Email: contact@responsiblegambling.vic.gov.au
School Education Program

The Victorian Responsible Gambling Foundation is working towards reducing harm from gambling in our community by building greater awareness and understanding of the risks involved. We work with young people, educators, coaches and parents, to provide balanced information and practical resources to prepare young people before they reach the legal gambling age.

The gambling environment has changed. Never before has gambling been so heavily promoted and accessible, especially through sport, making it feel like a normal part of the game. As a result it is harder for students to recognise the potential harms of gambling. We want young people to love the game, not the odds.

Our School Education Program is one of a suite of Love the Game community programs that raise awareness about the way young people are being increasingly exposed to gambling.

Drawing on the latest research, this free program supports your secondary school community to help students develop healthy and informed attitudes to gambling.

This program offers:

• face-to-face information sessions for teachers, parents and students
• units of work to incorporate in your curriculum plans across a variety of subject areas, including this unit
• useful resources for parents.

You can select these and other strategies for preventing gambling harm in the program’s School Gambling Policy template, which can be adapted to suit your school’s needs. Access the policy template at lovethegame.vic.gov.au/schools

If, when teaching this unit, you become concerned that gambling is affecting a student, 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. Concerned teachers and parents can also contact this service for advice or visit gamblershelp.com.au for more information.
Unit overview

Unit structure
This resource has been developed as a flexible learning unit which could be used as an introductory exercise to literacy skills for both intermediate and senior students. It can be delivered to a combined intermediate/senior class or be tailored to the appropriate intermediate or senior learning outcomes if the subject is being offered to students all studying the same certificate.

Teachers can use this unit as a short introduction to provide students with some familiarity about the requirements of the literacy skills units. Alternatively, teachers can implement the suggested extensions to make the unit longer with a greater number of assessable learning outcomes.

The most up-to-date version of this resource is available at lovethegame.vic.gov.au/resources

Curriculum links
Literacy skills units in the VCAL Certificate support the development of knowledge, skills and understandings relevant to oral communication in the social contexts of family, employment, further learning and community. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

The information in this section has been adapted from the VCAL Planning Guide – Literacy and Numeracy Skills Strand, available at:

www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx

For assessment guidelines and practices, see also:

www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx
### Unit overview

<table>
<thead>
<tr>
<th>Literacy skills intermediate oral communication</th>
<th>Literacy skills senior oral communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of the intermediate unit within the VCAL Certificate is to enable students to use and respond to spoken language including some unfamiliar material within a variety of contexts.</td>
<td>The purpose of the senior unit within the VCAL Certificate is to enable students to use and respond to spoken language with complex and abstract content across a broad range of contexts.</td>
</tr>
</tbody>
</table>

Not all elements have to be met in the one task. Elements for one learning outcome can be met: in one assessment task/activity individually by being integrated with learning outcomes in other strands. Students must be observed to demonstrate achievement on more than one occasion and in different contexts.

<table>
<thead>
<tr>
<th><strong>Learning Outcome 1</strong></th>
<th>Oracy of Self Expression. Use and respond to spoken language to communicate story and life experience.</th>
<th>Oracy of Self Expression. Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td>Oracy for Knowledge. Use and respond to spoken language in informative talks in a range of contexts.</td>
<td>Oracy for Knowledge. Use and respond to spoken language in sustained informative presentations in different contexts.</td>
</tr>
<tr>
<td><strong>Learning Outcome 3</strong></td>
<td>Oracy of Practical Purposes. Use and respond to spoken language in instructions and transactions.</td>
<td>Oracy of Practical Purposes. Use and respond to spoken language in sustained and complex transactions in different contexts.</td>
</tr>
<tr>
<td><strong>Learning Outcome 4</strong></td>
<td>Oracy for Exploring Issues and Problem-solving. Use and respond to spoken language in discussions to explore issues or solve problems.</td>
<td>Oracy for Exploring Issues and Problem-solving. Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.</td>
</tr>
</tbody>
</table>
Unit focus

The objective of this unit is to provide an opportunity for students to develop an oral presentation with supporting visual elements about the growing culture of gambling in sports and community concern about the way betting is changing how fans experience sport.

By investigating the Foundation’s sporting club prevention program for grass roots and elite sporting clubs, students will explore how the normalisation of gambling in sport makes it harder to recognise the serious risks involved, especially for young people under the age of 18.

Resources

Teachers need to ensure that students have access to:

- computers and the internet
- all student resources included in this unit
- an actively engaged audience for their oral presentation.
## Unit summary

<table>
<thead>
<tr>
<th>Learning sequence component</th>
<th>Learning outcomes</th>
<th>Activities and links to assessment</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Tuning in</strong> (30 minutes)</td>
<td>Students will define gambling.</td>
<td>Activating prior knowledge&lt;br&gt;Class discussion and note-taking</td>
<td>Appendix 1: Teacher resource – definitions</td>
</tr>
<tr>
<td><strong>2. ‘Love the game, not the odds’ (60 minutes)</strong></td>
<td>Students will consider the growing culture of gambling in sport and how this can make it harder to recognise the serious risks involved, particularly for young people under the age of 18.</td>
<td>Class discussion&lt;br&gt;Group work</td>
<td>Appendix 2: Student worksheet – gambling, sports and young people under 18</td>
</tr>
<tr>
<td><strong>3. Case studies: Sporting Club Program (60 minutes)</strong></td>
<td>Students will understand the nature and purpose of the Victorian Responsible Gambling Foundation’s Sporting Club Program and partnerships with elite sporting clubs.</td>
<td>Individual research&lt;br&gt;Class discussion</td>
<td>Links provided in unit</td>
</tr>
<tr>
<td><strong>4. Developing an oral presentation (120+ minutes)</strong></td>
<td>Students will develop and present an oral ‘pitch’ for assessment.</td>
<td>Introduction to the task&lt;br&gt;Initiate research&lt;br&gt;Presentation planning&lt;br&gt;Oral presentations</td>
<td>Appendix 3: Student activity – developing a pitch to a sporting club&lt;br&gt;Presentation planning&lt;br&gt;Student self-assessment record&lt;br&gt;Appendix 4: Oral presentation student reflections and feedback</td>
</tr>
<tr>
<td><strong>5. Going further</strong> (optional)</td>
<td>Extension activity</td>
<td>Write a full script</td>
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</table>

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SCHOOL EDUCATION PROGRAM – Literacy unit: Love the game, not the odds
Learning sequence with teacher notes

1. Tuning in

Learning outcome
• Students will define gambling.

1.1 Activating prior knowledge
Teachers might begin this unit with some interactive activities to establish a knowledge base on which students can build their learning. Suggestions include:

• ‘Mind map’ – Students work in groups to create mind maps of their existing knowledge and then share with the rest of the class.

• ‘Last word’ – Students work in pairs with the aim of being the player with the final example of a certain category. These can include types of gambling and risks associated with gambling. To make the game more challenging, give each player only 5–10 seconds to think of an answer. Students then share examples of each category with the rest of the class.

• Hangman – Play the game using a key phrase about gambling. Scaffold each key phrase with a brief discussion about its origin and meaning.

1.2 Class discussion and note-taking
Lead a discussion to establish students’ level of understanding of the definition of gambling.

Gambling describes games and activities that have an unpredictable outcome and that require players to make bets in the hope of winning something of value. Other words for gambling include having a punt, betting and playing.

This discussion is supported by Appendix 1: Teacher resource – definitions.

2. ‘Love the game, not the odds’

Learning outcome
• Students will consider the growing culture of gambling in sport and how this can make it harder to recognise the serious risks involved, particularly for young people under the age of 18.

2.1 Class discussion
• Ask students to indicate who has seen a sports betting advertisement in the last week.

• Discuss where and how often they see these types of advertisements in the media.

• Discuss the following statistic reported in The Age newspaper. Ask students if they are surprised by this statistic and what this means in terms of exposing young people under 18 to gambling promotion.

One in six ads on free-to-air television during round one of the AFL in 2016 were for gambling, second only to ads selling cars. (The Age, 1 April 2016)

2.2 Group work
• Break students up into small groups.

• Ask students to consider the list of questions included in Appendix 2.

• Groups share their answers with the whole class.

This content is supported by Appendix 2: Gambling, sports and young people under 18.
3. Case studies: sporting club program

Learning outcome

- Students will understand the nature and purpose of the Victorian Responsible Gambling Foundation’s Sporting Club Program and partnerships with elite sporting clubs.

3.1 Individual research

Explain to students that they will investigate the Victorian Responsible Gambling Foundation’s Sporting Club Program because later they’ll be working on a ‘pitch’ to encourage clubs to get involved.

Ask students to individually watch the Sporting Club Program overview video and investigate the sporting club program.

To do this, visit www.responsiblegambling.vic.gov.au/awareness-and-prevention/sporting-clubs-program

3.2 Class discussion

Discuss the purpose of the Sporting Club Program and whether students believe clubs should get involved. Use the following questions to guide your discussion.

1. What is the role of sporting clubs in the community both grass roots and elite, is it just about providing an opportunity to play or watch sport or is it more than that? If it’s more, what role could clubs play in promoting healthy attitudes towards gambling, especially to those under the age of 18?

2. The program encourages sporting clubs to refuse any sponsorship from sports betting agencies. Why does the program do this and how is this related to underage players? (To reduce exposure to gambling advertising and subsequent normalisation of gambling in sport)

3. Are you in a sporting club? Would you like to see your club be involved? Why or why not?
4. Developing an oral presentation

Learning outcome

- Students will develop and present an oral ‘pitch’ for assessment.

4.1 Introduction to the task

Provide students with details about the task by distributing the student activity description (Appendix 3) which includes the student self-assessment record.

Scaffold students’ understanding of the tasks through class discussion and a question and answer session.

Discuss the student self-assessment record and encourage students to use it throughout the process as a reference point.

This activity is supported by Appendix 3: Student activity and self-assessment record.

4.2 Initiate research

Guide students to through the remaining content from the lovethegame.vic.gov.au under the Sporting club section from the left hand menu. As well as support them in developing their ‘pitch’.

Students begin research during class time, with the requirement that they are able to be actively involved in a sharing discussion at the end of this phase of the project. This discussion should focus on the following questions:

- What research and information has been discovered which is useful to the development of the ‘pitch’?
- What have we found out which is interesting or surprising?

4.3 Presentation planning

Students develop a plan or outline for their presentation. This should include the logical progression of information and ideas throughout the piece and consideration of sources of evidence to inform their argument.

Provide feedback to students on their plan prior to the students creating their draft. This feedback might be to encourage a more thorough development of ideas.

Once they have your feedback, students begin their additional research and drafting of their work.

4.4 Oral presentations

Students conduct their oral presentations. This might even be facilitated by online sharing of files and videoing where possible to allow group reflection.

The audience of the oral presentation is a valuable source of feedback. Appendix 4: Oral presentation student reflections and feedback can be used by students to take notes and keep records of their feedback.

The following prompts might be used in whole-class discussion or as personal reflections.

- What have we learnt about the increasing amount of betting in sport and how this might affect underage players and fans?
- What was the best way of communicating the concepts? Who had the most powerful presentation and why?

These questions could be small group discussion prompts, homework reflection or an individual response during class.

This activity is supported by Appendix 3: Student activity and self-assessment record, and Appendix 4: Oral presentation student reflections and feedback.
5. Going further

Students write the full script of their 'pitch', including a catchy introduction and conclusion that revisits the key facts as they see them.

Assessment and feedback

Provide students with the self-assessment record (Appendix 3) prior to the planning and presentation of the oral communication.

Students should refer to the self-assessment record at key points during the planning process and during reflective class discussion, noting any partial or full achievement of elements of learning outcomes throughout the process.

Provide feedback to students via the assessment tool and conferencing, reflecting on the key elements they achieved and areas for future development and focus.

Provide the audience for the oral communication with the worksheet from Appendix 4. These reflections about other students’ work can be a source of additional feedback to assist students to continuously improve their oral communication skills.

This activity is supported by Appendix 3: Student activity and self-assessment record and Appendix 4: Oral presentation student reflections and feedback.
Defining gambling

Gambling/betting requires a player to risk losing something of value (usually money) for the chance of winning more, which is dependent on an uncertain outcome such as a particular horse coming first in a race, a particular team winning a sporting match, or having a certain combination of cards in a card game.

Common gambling types

Gaming refers to all legal forms of gambling other than wagering (race and sports betting), such as lotteries, electronic gaming machines (EGMs, otherwise known as pokies), casino games, keno, poker and minor gaming (the collective name given to raffles, bingo and lucky envelopes).

Interactive gambling/gaming is a term used to describe gambling activities conducted via the internet. In Australia the Interactive Gambling Act 2001 (Commonwealth) strictly prohibits the offer of gaming activities (such as casino games or poker machines) via the internet to Australians. An exception is made for the provision of wagering activities on racing and sports by bookmakers licensed in Australia. The term ‘via the internet’ should be understood to include the provision of gambling services via internet-connected devices.

Lotteries are conducted in Australia by both government and commercial operators. There are three components to a lottery – the purchase of a ticket, the draw and the prize. Lottery prizes are based on the total amounts wagered after deduction of a set percentage by the operator. Lottery tickets are sold at various outlets around Australia, such as newsagents. The same operators may also conduct lotto, pools and instant lotteries.

Instant lotteries, also known as scratch cards or ‘scratchies’, operate in the same manner as lotteries. However, the winning numbers (cards) have already been determined before a ticket is purchased. Prizes, which are revealed by the player scratching the ticket, can be paid instantly. The prize paid to the player is based on the number of tickets in any set, the cost to purchase the tickets and the percentage retained by the operator.

Race betting is legal wagering with bookmakers, both on and off the course in person, via the telephone or via the internet, where bets are placed on the outcome of local, national or international horse and/or greyhound races.

Sports betting is legal wagering with bookmakers on approved types of local, national or international sporting activities (other than horse or greyhound racing), both on or off the course in person, via the telephone or via the internet.

Wagering refers to all legal forms of gambling on racing and sporting events.

NOTE: The term ‘gaming’ is not to be confused with playing video games and apps available on social media platforms, Google Play and iTunes, even though some of these can closely resemble gambling activities. For example, video games such as Grand Theft Auto and The Sims include casino scenes and card games, while apps such as Slotomania and Zynga Poker simulate poker machines and casino card games.

## Appendix 2

### Student worksheet – gambling, sports and young people under 18

<table>
<thead>
<tr>
<th>In your groups, discuss and answer the following questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the purpose of an advertisement?</td>
</tr>
<tr>
<td>2. How likely is it that a betting advertisement would include the potential risks involved?</td>
</tr>
<tr>
<td>3. How might exposure to ads that only promote the positive side of gambling affect underage players or fans of sport?</td>
</tr>
<tr>
<td>4. Do you think the amount of gambling advertising in sport makes it harder for someone under the age of 18 to recognise the serious risks involved?</td>
</tr>
<tr>
<td>5. Do you think there is a need to separate betting and sports? Why or why not?</td>
</tr>
<tr>
<td>6. Consider the catch phrase ‘Love the game, not the odds’. Do you agree with the message of this statement? Explain your answer.</td>
</tr>
<tr>
<td>7. Can you think of any alternative statements that promote a similar message?</td>
</tr>
</tbody>
</table>
**Student activity – develop a ‘pitch’ to a sporting club**

**Task description**

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

In your presentation you need to cover the following:

**What the issue is**

- The growing link between gambling and sport, mainly due to the amount of gambling advertising associated with different sports, especially football codes

**Why they should care**

- Because this link between gambling and sport might be affecting their underage players, giving them the impression that betting is a normal part of sport and making it harder to recognise the serious risks involved

**How they can help protect their underage players**

- By joining the Victorian Responsible Gambling Foundation’s Sporting Club Program and refusing to promote a sports betting agency. This would help to reduce exposure to positive gambling messages and assist their underage players to develop a more balanced view of gambling.

The ‘pitch’ should be an oral presentation of 3–5 minutes in length.

You can present as a small group of up to three students, in pairs or as an individual.

Your assessment will be based on your oral presentation and completion of the self-assessment record.

Perform and/or record your ‘pitch’ and share it with your classmates for a peer review using the self-assessment record.

**Going further**

Write the full script of your ‘pitch’, including a catchy introduction and a conclusion that revisits the key facts as you see them.

**Helpful links**

lovethegame.vic.gov.au
### Self-assessment record:
**Literacy skills intermediate (oral communication)**

To be completed by students as a self-assessment and moderated by teachers through a feedback conversation.

**STUDENT NAME ____________________________________________**

<table>
<thead>
<tr>
<th>Element</th>
<th>Achieved/Evidence Y/N</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can share a narrative, recount or anecdote.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace and pronunciation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others’ oral presentations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Self-assessment record:
**Literacy skills intermediate (oral communication)**

**STUDENT NAME**

<table>
<thead>
<tr>
<th>Learning outcome 2:</th>
<th>Achieved/Evidence Y/N</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use and respond to spoken language in informative talks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Element</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can give an oral presentation, answering questions if appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify key points and supporting information in an informative talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can comment on the content and effectiveness of an informative talk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make systematic notes from a spoken text in a chosen field of knowledge.</td>
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<td></td>
</tr>
</tbody>
</table>
Student activity – develop a ‘pitch’ to a sporting club

4/9

**Self-assessment record:**
**Literacy skills intermediate (oral communication)**

**Learning outcome 3:**
Use and respond to spoken language in instructions and transactions.

<table>
<thead>
<tr>
<th>Element</th>
<th>Achieved/Evidence</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can give instructions in several steps.</td>
<td>Y/N</td>
<td></td>
</tr>
<tr>
<td>I can identify the key points in an oral text that offer support, advice or service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can comment on the content and effectiveness of oral instructions and transactions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Self-assessment record:
**Literacy skills intermediate (oral communication)**

**STUDENT NAME**

<table>
<thead>
<tr>
<th>Learning outcome 4:</th>
<th>Achieved/Evidence Y/N</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use and respond to spoken language in discussions to explore issues or solve problems.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Achieved/Evidence Y/N</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can participate in a group discussion on an issue, responding to and contributing alternative ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use spoken language to identify and work towards solving problems with at least one other person.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can comment on a range of ideas presented on an issue in a discussion.</td>
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<td></td>
</tr>
<tr>
<td>I can demonstrate active listening.</td>
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</tbody>
</table>

**Student comment:**

**Teacher comment:**

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SCHOOL EDUCATION PROGRAM – Literacy unit: Love the game, not the odds
Student activity – develop a ‘pitch’ to a sporting club

6/9

Self-assessment record:
Literacy skills intermediate (oral communication)

STUDENT NAME

| Learning outcome 1: Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts. |
|---|---|---|
| Element | Achieved/Evidence | Comment/s |
| I can present or participate in a sustained narrative, discussion, recount or anecdote. | Y/N |  |
| I can make effective use of verbal and non-verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection. | Y/N |  |
Student activity – develop a ‘pitch’ to a sporting club

7/9

Self-assessment record:
Literacy skills intermediate (oral communication)

<table>
<thead>
<tr>
<th>Element</th>
<th>Achieved/Evidence Y/N</th>
<th>Comment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make notes systematically from information presented orally covering key points and supporting information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can evaluate the content and effectiveness of a complex oral text.</td>
<td></td>
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</tr>
</tbody>
</table>

Learning outcome 2:
Use and respond to spoken language in sustained informative presentations in different contexts.
Self-assessment record:
Literacy skills intermediate (oral communication)

STUDENT NAME ________________________________

| Learning outcome 3: Use and respond to spoken language in sustained and complex transactions in different contexts. |
| Element | Achieved/Evidence Y/N | Comment/s |
| I can give complex instructions, including difficulties to be avoided, when explaining a procedure to others. |   |   |
| I can respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties. |   |   |
| I can evaluate the content and effectiveness of a complex spoken transaction. |   |   |
### Self-assessment record:
#### Literacy skills intermediate (oral communication)

**STUDENT NAME**

<table>
<thead>
<tr>
<th>Learning outcome 4: Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td>I can used spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas.</td>
</tr>
<tr>
<td>I can use spoken language to work in collaboration with others to meet an agreed objective.</td>
</tr>
<tr>
<td>I can evaluate the content and effectiveness of a sustained discussion.</td>
</tr>
<tr>
<td>I can demonstrate active listening.</td>
</tr>
</tbody>
</table>

**Student comment:**

__________________________

**Teacher comment:**

__________________________
### Oral presentation student reflections and feedback

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In what ways has your presentation captured the audience’s attention?</td>
<td></td>
</tr>
<tr>
<td>2. In what ways is the presentation logical and easy to follow?</td>
<td></td>
</tr>
<tr>
<td>3. How have the visual aids added to or distracted from the presentation?</td>
<td></td>
</tr>
<tr>
<td>4. What do you think worked well?</td>
<td></td>
</tr>
<tr>
<td>5. Finish this sentence – ‘The presentation could have been improved by ...'</td>
<td></td>
</tr>
<tr>
<td>6. In what ways have you presented a persuasive argument/case backed up with evidence?</td>
<td></td>
</tr>
<tr>
<td>7. In what ways has the presentation demonstrated that you can summarise and evaluate key concepts and apply them?</td>
<td></td>
</tr>
</tbody>
</table>