

A RESOURCE FOR THE TEACHING AND LEARNING OF

English

A resource for the teaching and learning of

ENGLISH



Permissions

Consumer Affairs Victoria (CAV) would like to thank the following individuals and organisations for permission to reproduce copyright material:

- 'The European Schoolboy - advertising in school' by Ellie Mears and published by The Federation of German Consumer Organisations on the 'yomag' website: www.yomag.org
- 'The Age' newspaper for permission to reproduce the following article: 'Boys succumb to image ideal' by David Rood, 27th March, 2003
- NSW Office of Fair Trading for excerpts from A resource for the teaching and learning of English
- The Queensland Government for use of materials from *the Responsible Gambling Teacher Resource Kit* (2004)
- 'What are the odds: Understanding the risks education kit', Sue Thompson, Powerhouse Museum, 2004
- The 'Herald Sun' newspaper for permission to reproduce the following article: 'Oenoe is not superstitious' by Mark Hayes, January 13 2008
- 'Following the Equator' by Mark Twain, American Publishing Company 1897

Writers Lyle Stebbing, Monica Bini

Acknowledgements

Consumer Affairs Victoria gratefully acknowledges

- the following teachers, and their schools, for inviting us into their classrooms to discuss consumer issues with the students and to test a range of different curriculum resources. Their participation in the Consumer Education in Schools (CEIS) project has greatly assisted in the development of these materials:
Lisa Hayman **Bendigo Secondary College**
Sally Sanderson **Frankston Secondary College**
Geoff Warwick **Maribyrnong Secondary College**
Richard Girvan **Methodist Ladies College**
Manfred Pietrella **Mount Waverley Secondary College**
Alex Zenalides **Northland Secondary College**
John Indian **Sebastopol Secondary College**
Jane Morcom **Xavier College**
- the following participants in two Youth Round Table discussions for their valuable feedback on the consumer issues that most concern young school leavers: Daniel Bypost, Sharna Conway, David Sezonenko, Jessica-Fern Wirski, Lauren Caldwell, Jessica Tucker, Scott Duncan, Scott Bourne, Joel Ganino, Adrian Palone, Scott Hagley, Skye Milburn, Desiree Lord, Stacey McGregor, Dwayne Jackson, Michael Hodges.
- members of the CEIS teacher reference group for their ideas and the valuable feedback they provided on the draft material. Their enthusiasm for the project and commitment to consumer education is much appreciated:
Maxine Crapper **Mt. Eliza Secondary College**
Sally Davis **The MacRobertson Girls' High School**
Dianne Fabuyanac **Taylor's College**
Odette Kerr **Student teacher, University High School**
Krishn Lal **Lyndale Secondary College**
Angela Molloy **Golden Square Secondary College**
Neil Mitchell **Kealba College**
Terry O'Brien **Mt. Clear Secondary College**
Ian Outhred **Traralgon Secondary College**
Lorraine Schwartz **Mount Scopus Memorial College**
Margaret Sinclair **Northcote High School**
Lexie Walker **University High School**
- the Victorian Association for the Teaching of English (VATE) for its editorial assistance.
- the Curriculum Corporation for the curriculum mapping of the resource.

Community Support Fund

This resource has been produced with the support of the Victorian Government through the Community Support Fund



Contents

- 4 **Message from the Minister**
- 5 **Introduction to English**
- 6 **Victorian Essential Learning Standards**
- 10 **The Thinking Curriculum**
- 11 **SECTION A. Exploring different types of text**
- 12 WORKSHEET A1: Different text types
- 13 WORKSHEET A2: Audience, purpose and mode of texts
- 15 WORKSHEET A3: Language features of different texts
- 17 **SECTION B. The lure of advertising**
- 18 WORKSHEET B1: What is advertising?
- 19 WORKSHEET B2: Advertising modes or media
- 20 WORKSHEET B3: Persuasive techniques in advertising
- 23 WORKSHEET B4: Misleading language in advertising
- 25 WORKSHEET B5: Real estate advertisements: connotations and misleading suggestions
- 26 WORKSHEET B6: Flaws in logic when trying to persuade
- 28 WORKSHEET B7: The power of brands and logos
- 30 WORKSHEET B8: Looking behind the ad: implicit and explicit messages
- 31 WORKSHEET B9: Gender stereotypes in advertising
- 32 WORKSHEET B10: Body image
- 33 WORKSHEET B11: Advertising and body image
- 34 WORKSHEET B12: Create your own advertisement
- 35 WORKSHEET B13: Analysing advertisements as media texts
- 36 WORKSHEET B14: Writing task: the advertising of alcohol
- 40 **SECTION C. Informative and instructional writing: credit and shopping**
- 41 WORKSHEET C1: Informative writing
- 45 WORKSHEET C2: Procedural and instructional writing and speaking
- 48 **SECTION D. Making a complaint**
- 49 WORKSHEET D1: Do you have a right to complain?
- 51 WORKSHEET D2: How to make a complaint
- 53 WORKSHEET D3: Analysing a letter of complaint
- 56 WORKSHEET D4: Different styles for letters of complaint
- 59 WORKSHEET D5: What's in a letter of complaint?
- 61 **SECTION E. Reading the fine print**
- 62 WORKSHEET E1: Signing up for a mobile phone
- 64 WORKSHEET E2: Contracts
- 65 WORKSHEET E3: Signing on the dotted line when you rent a home
- 66 **SECTION F. Responsible gambling**
- 68 WORKSHEET F1: What are my chances?
- 72 WORKSHEET F2: Believe it or not
- 74 WORKSHEET F3: The race that stops the nation
- 77 WORKSHEET F4: Gambling and advertising
- 79 WORKSHEET F5: Responsible gambling in the media
- 82 **Additional Resources**
- 84 **Resource book evaluation sheet**

Introduction to English

In 2004, Consumer Affairs Victoria launched its Consumer Education in Schools program with resources books for teachers of Years 9 – 11 Commerce, English and Mathematics, as well as a website and a Consumer Stuff Challenge competition. In 2005, two new cross-curricula resources were added: Health & Wellbeing and Consuming Planet Earth.

The aim of each resource is to encourage young people to develop the knowledge, skills and behaviours to make informed decisions as they deal with consumer protection and money management issues. Designed to reflect current thinking on teaching and learning, teachers may find relevant activities in more than one resource book. For instance, activities relating to planning a budget and setting goals can be found in the Mathematics, English, Commerce and Health & Wellbeing resources. Similarly, the influence of print and electronic advertising on consumer spending can be found in the English, Commerce, Health & Wellbeing and Consuming Planet Earth.

This English resource seeks to help students explore authentic consumer contexts and build valuable and widely applicable language skills in the process. The activities are designed to encourage thinking and analysis of the concepts, values and language related to consumer issues, and to engage students in creative ways. Consumers need communication and critical thinking skills to take control of their world. The exercises and activities in this book will help empower students to become confident consumers, and to develop critical literacy skills. We hope students will play an active part in building their knowledge and skills so that they can acquire more intellectual control over their life decisions.

These activities cover a variety of different writing styles and text types, language analysis and discussion about values. Some tasks require a piece of extended writing, while others focus on presenting information in tables and diagrams. Speaking and listening tasks are also included.

Notes for teachers can be found at the start of each section in this handbook.

Consumer Affairs Victoria may be able, as part of an ongoing program in your school, to provide a Community Education Officer to speak to student groups. Your school would need to integrate the role of the speaker into your teaching and learning activities. For more information, call (03) 8684 6465.

Gamblers Help Services may also be able to provide a community educator to speak to your students. For more information, contact your local service via Gamblers Help Line on 1800 858 858.

Victorian Essential Learning Standards

The Victorian Essential Learning Standards are structured around the knowledge, skills and behaviour all students from P-10 should acquire in three core, interrelated strands of essential learning: Physical and Social Learning; Discipline-based Learning; and Interdisciplinary Learning. These three components are viewed as essential to prepare students for a rapidly changing and globalised world in which they have the capacity to:

- manage themselves as individuals and in relation to others
- manage the world in which they live, and
- act effectively in that world.

The Learning Standards require an interwoven, whole school approach to curriculum planning across the three strands of essential learning and this is reflected in all Consumer Stuff resources.

The curriculum mapping of the student worksheets on page 7 demonstrates how the worksheet activities and the many extension tasks have been designed to reflect the three strands of essential learning, particularly for years 9 and 10.

‘Research suggests that students develop deeper understanding of disciplined-based concepts when they are encouraged to reflect on their own learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ knowledge in Interdisciplinary Learning such as Communication; Thinking; Information and Communications Technology; Design, Creativity and Technology.’

Extract from the Victoria Essential Learning Standards Discipline-based Learning: Victorian Curriculum and Assessment Authority, 2005.

Victorian Essential Learning Standards

STRAND	DOMAIN	DIMENSION	Worksheets
Physical, Personal and Social Learning	Health and Physical Education	Movement and physical activity	
		Health knowledge and promotion	B1-2, B7, B9-12, C2, D2, E2, F4
	Interpersonal Development	Building social relationships	B2, B5, B7, B10, C2, D2, E2, E3, F3
		Working in teams	B2, 3, 7, 8, 10, D2, E1 - 3, F3
	Personal learning	The individual learner	A2, B1, B3-4, C1-2, D2, D4, E2, F4
		Managing personal learning	A1, B4-5, B8, D1 -2, E2, F4
	Civics and Citizenship	Civic knowledge and understanding	B14, C2, D1 - 2, E2 -3, F4-5
		Community engagement	C2, D2, F3-5
Discipline-based Learning	The Arts	Creating and making	B2, B12, F4
		Exploring and responding	
	English	Reading	All
		Writing	All
		Speaking and listening	All
Interdisciplinary based learning	Communications	Listening viewing and responding	A1-2, B2, B7, B10-11, C1 -2, E1 - 3, F3
		Presenting	A1, B2, B10, B11, D1-2, F3
	Design, Creativity and Technology	Investigating	B5, B7, B12, D1-3, D5
		Producing	B12, F4
		Analysing and evaluating	B7, C1
	Information Communications Technology (ICT)	ICT for visualizing thinking	B5, B12, D4-5
		ICT for creating	B5, B7, B11, C2, D4 E3
		ICT for communicating	B5, B7, B11, C2, D2, D5, E3, F3
	Thinking	Reasoning, processing and inquiry	A1-3, B1-14, C1-2, D1-5, E1-3, F1-5
		Creativity	B5, B10-12, B14, C1-2, D1-2, D4-5, E2-3, F1, F3
		Reflection, evaluation and metacognition	A1-2, B3, B5, B12, B14, C1-2, D1-3, D5, E1, F4-5

Note: Where there is no activity in a particular Domain eg. Humanities (History), then that Domain and its associated Dimensions, have not been included in the above grid.

Links to Victorian Certificate of Applied Learning (VCAL)

W: Writing R&W: Reading and Writing	R: Reading	SE: Self expression K: Knowledge	PP: Practical Purposes PD: Public Debate
OC: Oral communication		EI: Exploring issues and problem solving PP: Practical Purposes K: Knowledge PD: Public Debate	
N: Numeracy		PP: Practical Purposes IS: Interpreting Society	PO: Personal Organisation K: Knowledge
PDS: Personal Development Skills			

Notes:

- The activities align to the learning outcomes listed but may not cover all the assessment criteria. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria are covered.
- The VCAL level is not named for each Unit or worksheet. Most can be modified for use at the different VCAL levels from Foundation through to Senior, with a major difference being the level and amount of assistance, support and guidance given to the learner.

SECTION AND WORKSHEET	LITERACY	NUMERACY	PERSONAL DEVELOPMENT SKILLS
SECTION A. Exploring different types of text			
WORKSHEET A1: Different text types	R – SE, K, PP, K W – PP, PD, OC – EI		
WORKSHEET A2: Audience, purpose and mode of texts	W – K		
WORKSHEET A3: Language features of different texts	R – K		
SECTION B. The lure of advertising			Most Learning Outcomes in PDS Units 1 and 2 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
WORKSHEET B1: What is advertising?	W – K, PD OC – EI		
WORKSHEET B2: Advertising modes or media	W – K, OC – PP, K		
WORKSHEET B3: Persuasive techniques in advertising	OC – K, R – K, W – PD, OC – EI		
WORKSHEET B4: Misleading language in advertising	R – K,		
WORKSHEET B5: Real estate advertisements: connotations and misleading suggestions	OC – EI, R – K		
WORKSHEET B6: Flaws in logic when trying to persuade	R – PD		
WORKSHEET B7: The power of brands and logos	W – K, OC – EI		
WORKSHEET B8: Looking behind the ad: implicit and explicit messages	OC – K		
WORKSHEET B9: Gender stereotypes in advertising	OC – EI, W – K		

Links to Victorian Certificate of Applied Learning (VCAL) cont.

SECTION AND WORKSHEET	LITERACY	NUMERACY	PERSONAL DEVELOPMENT SKILLS
WORKSHEET B10: Body image	R – PD, OC – EI		
WORKSHEET B11: Advertising and body image	W – PD, OC – EI		
WORKSHEET B12: Create your own advertisement	W – PP		
WORKSHEET B13: Analysing advertisements as media texts	R&W, – PD, K, OC – EI, K		
SECTION C. Informative and instructional writing: credit and shopping			Most Learning Outcomes in PDS Unit 1 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
WORKSHEET C1: Informative writing	W, R – K, PD, OC – EI, K	IS	
WORKSHEET C2: Procedural and instructional writing and speaking	R, OC, W – PP		
SECTION D. Making a complaint			Most Learning Outcomes in PDS Unit 1 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
WORKSHEET D1: Do you have a right to complain?	R&W – K, W – PP		
WORKSHEET D2: How to make a complaint	R – K, W – PP, PD, OC – PP, PS		
WORKSHEET D3: Analysing a letter of complaint	R – PD		
WORKSHEET D4: Different styles for letters of complaint	R – PD		
WORKSHEET D5: What's in a letter of complaint?	W – PD		
SECTION E. Reading the fine print	W – PD		Most Learning Outcomes in PDS Unit 1 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
WORKSHEET E1: Signing up for a mobile phone	R – PP, OC – PP		
WORKSHEET E2: Contracts	R, OC – K, W – PP		
WORKSHEET E3: Signing on the dotted line when you rent a home	R – K, W – PP, OC – K		
SECTION F. Responsible gambling			Most Learning Outcomes in PDS Unit 1 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
WORKSHEET F1: What are my chances?	R – K, PP, W – K, SE, R&W – K	PP, PO	
WORKSHEET F2: Believe it or not	R – K, PP, W – K, SE, R&W – K		
WORKSHEET F3: The race that stops a nation	R – K, PP, W – K, SE, R&W – PP		
WORKSHEET F4: Gambling and advertising	R – K, W – SE, K		
WORKSHEET F5: Responsible gambling in the media	R – K, PP, W – K, SE, R&W – PP		

The Thinking Curriculum

Multiple intelligences	Consumer education activities
<i>Verbal/linguistic</i>	Letter writing, word searches, debates, role plays, interviews with consumers and traders, interpreting complex contracts, analysing and interpreting advertising techniques.
<i>Logical/mathematical</i>	Problem-solving, surveys, analysing and interpreting statistics, calculating rates of interest (eg. the cost of bank loans, car loans and credit cards), preparing budgets and financial reports.
<i>Visual/spatial</i>	Maps, cartoons, board games, graphs, and designing website material, posters and e-cards on consumer topics..
<i>Interpersonal</i>	Co-operative group work, discussions, interviews, group investigations and consumer awareness campaigns.
<i>Intrapersonal intelligence</i>	Reflective journals and self-assessment and setting personal goals.
<i>Bodily/kinaesthetic</i>	Role plays and excursions to markets and shopping centres to better understand the role of consumers and traders.
<i>Musical/rhythmic</i>	Writing songs and jingles on consumer themes.
<i>Naturalist</i>	Conducting experiments and investigations. For instance, investigate the impact of consumerism on the environment, eg. toxic waste in landfill from batteries, develop recycling ideas.

Thinking skills

As well as knowledge about their rights and responsibilities, consumers also need the skills to think critically and creatively.

Creative thinking techniques have been used where possible to develop students' lateral and 'deep' thinking skills, for instance, Six Thinking Hats developed by Dr Edward De Bono:

- **Red Hat** for feelings intuition and emotions
- **White Hat** for information
- **Green Hat** for creative thinking
- **Black Hat** for critical thinking
- **Yellow Hat** for positive thinking
- **Blue Hat** for 'thinking about thinking' ie working out the order of the 'Hats' and deciding what other thinking techniques to use.

Emotional intelligence

The value of teaching emotional intelligence is also recognised and incorporated into a number of activities eg. discussions about consumerism, stereotyping and the influence of advertising.

Dr Daniel Goleman's Emotional Intelligence identified key elements associated with emotional intelligence:

Self awareness	Recognising personal strengths and weaknesses
Self-regulation	The ability to control impulses and accept responsibility for one's own actions
Motivation	This includes having commitment and drive
Empathy	The ability to understand other people's feelings and point of view
Social skills	This includes the ability to co-operate with others and communicate effectively

Group work, roleplays and reflective journals are just some of the activities designed to improve these skills.

SECTION A

Exploring different types of text

Aims and overview

The worksheets in this section aim to:

- help students explore the idea of text and the variety of text types to be found in daily life
- highlight the importance of audience and purpose in shaping the type and structure of a text, and the language choice within a text
- help students explore language features that can be found in texts
- help students explore the difference between formal and colloquial language

Teachers may wish to bring to class examples of the text types mentioned, or ask students to find some to bring along.

Additional related activities and links can be found at www.consumervic.gov.au.



Different text types

The meaning of text has broadened beyond referring only to a written text and now refers to any written, spoken or visual communication involving language. It might be anything from a shop sign, to a TV advertisement, billboard or newspaper article.

Exercise 1 - Name that text

Using the table below, list some of the texts that are associated with buying goods and services. Some examples have been included for you.

- Some texts are a combination of spoken, written and visual.
- List them by the most important element of the text.
- Include texts that you produce as well as those you see and hear.

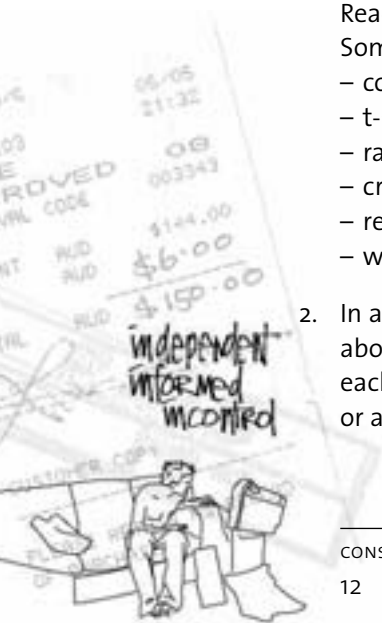
	Spoken Texts	Written Texts	Visual Texts
Mobile phones	<i>Sales pitch</i>	<i>Contract</i> <i>Handset instructions</i>	
Used cars	<i>Phone enquiry</i>		
Loans & credit			
Renting & bills			
Complaints & refunds		<i>Signs about refunds in shop</i>	
Clothes, music & computers			

1. Exercise 2 - More texts

Read the following list of texts. Where would you put them in the table above? Some might appear in several places.

- contract
- t-shirt
- radio advertisement
- credit card bill
- request for information
- warranty
- sales pitch
- magazine advertisement
- terms and conditions
- letter of complaint
- instructions
- webpage

2. In a group, create an advertisement for a soft drink using all three texts talked about in Exercise 1. Present the advertisement to the class and discuss how each element was effective. Why? Why not? You will need to use video, film or a computer software package.



Audience, purpose and mode of texts

There are many different types of text that we must understand and produce in day to day life. Even within one category of text type, there can be different versions. For example, a letter is a text type with many possible variations:

- a letter to a friend
- a letter of complaint
- a job application letter
- a letter to the editor
- a letter requesting information

Each of these letters will use different language and will have a different structure, because each is written for a different context. Audience, purpose and mode make up the context of any text. To best understand the context, we must keep asking these questions: Who produces the text? Why it is produced? How and where it will be received? Who is expected to receive it?

Audience

Who is the text produced for? Who is going to read, hear or see the text? How can we describe this audience? What is the relationship between the producer and the audience? For example, are they: teacher/student, government/citizen, seller/buyer, legal authority/non-expert? What is the power relationship between the producer and the audience? Do they know each other personally?

Purpose

Why is the text being produced? What does the producer of the text intend to happen as a result of the text? What do they want the audience to do or feel? Is the text mainly giving information or asking for information? Is it offering something or requesting others to do something?

Mode

What mode is being used for the communication? Is it face to face, newspaper, telephone, email? Is it a public speech, a radio report, a scribbled note? And is the language more casual or more formal? Is it more concrete or more abstract?

The answers to these questions will shape the language used in the text.



Audience, purpose and mode of texts

Exercise - Mode, purpose, audience

Complete this table with your suggestions for mode, purpose and audience.

Text	Mode	Purpose	Audience
<i>Ad for an internet service provider.</i>			<i>Young adults</i>
<i>Letter from tenant, complaining because the shower has stopped working.</i>	<i>Formal, written</i>		
		<i>To increase ticket sales for a heavy-metal all-girl band.</i>	<i>Business people</i>
<i>Mobile phone contracts</i>			
<i>You wish to complain about a computer game you bought from a neighbour a week ago, which now no longer works.</i>			<i>Your neighbour</i>



Language features of different texts

Choice of language

Choice of language is what makes the difference between texts.

Examples of language features found in texts include the use of:

- colloquial speech
- technical vocabulary or jargon
- short or extended forms of words
- particular tenses, such as past or present
- word order
- language expressing attitudes or emotions
- neutral language
- direct or indirect speech
- passive and active forms of verbs
- humour
- imagery
- choice of person: speaking in first person or third person
- the way information is structured

The audience, purpose and mode of the text influence the selection of language features. When texts are unsuccessful (if, for example they are misunderstood or the audience is amused instead of convinced) it is usually because the language features used are inappropriate for the audience or purpose.

Colloquial and formal language

There is a distinction between a colloquial and a formal voice or language.

Colloquial language:

- is relaxed and informal
- uses common words and phrases, and slang
- uses contractions frequently, like *I'm*, *we'll*, *let's*, *don't*
- is more typical of spoken than of written communication.
- suggests intimacy and familiarity between author and audience.

Advertisers often use colloquial language to establish a rapport with their audience. However, when you are writing and speaking to people you don't know well, you should use formal language; for example when writing an application, a formal letter of complaint or a request for help from a government or commercial department.



Language features of different texts

Exercise 1 - Colloquial or formal?

Match the colloquial expressions on the left with their more formal equivalents.

Colloquial	Formal
<i>Give it a go!</i>	<i>enquire to find more information</i>
<i>have a bash at it</i>	<i>make a serious effort to succeed</i>
<i>no way</i>	<i>that cannot be a serious comment</i>
<i>check it out</i>	<i>make the attempt</i>
<i>yeah, right</i>	<i>that is definitely incorrect</i>
<i>shoot through</i>	<i>leave the area in a hurry</i>
<i>throw in the towel</i>	<i>struggling to earn enough money</i>
<i>below the belt</i>	<i>make an enormous effort</i>
<i>give it your best shot</i>	<i>bring it to a conclusion</i>
<i>just making ends meet</i>	<i>unfair, against the rules</i>

Exercise 2 - That's sick!

In which of the following situations would you expect to find the words and expressions listed below? What effect could these the words and expressions have if used in the other situations?

1	<i>Advertisement for an internet service provider, aimed at young people</i>
2	<i>Tenant writing a letter requesting repairs</i>
3	<i>Advertising campaign to encourage young people to buy opera tickets</i>
4	<i>Advertising campaign to encourage business people to buy opera tickets</i>
5	<i>Contract for a mobile phone package</i>
6	<i>Complaint to neighbour about faulty second hand car he sold you</i>

mad...cool...sick...wicked
sincerely
whosoever
get connected
fed up

you deserve it
do it
unhappy
a cut above the rest
ripped off

take a chance
listen to me
normal wear and tear
stuffed
cannot continue



SECTION B

The lure of advertising

Aims and overview

The worksheets in this section aim to help students:

- understand basic types of advertising
- explore different advertising media aimed at consumers
- understand how target audiences shape the content of advertisements
- recognise persuasive techniques used in advertising
- understand aspects of advertising to be wary of
- explore the impact of branding on consumer consciousness
- understand implicit messages in advertising
- explore the social impact of advertising.

Students will have the opportunity to complete the following tasks for assessment purposes:

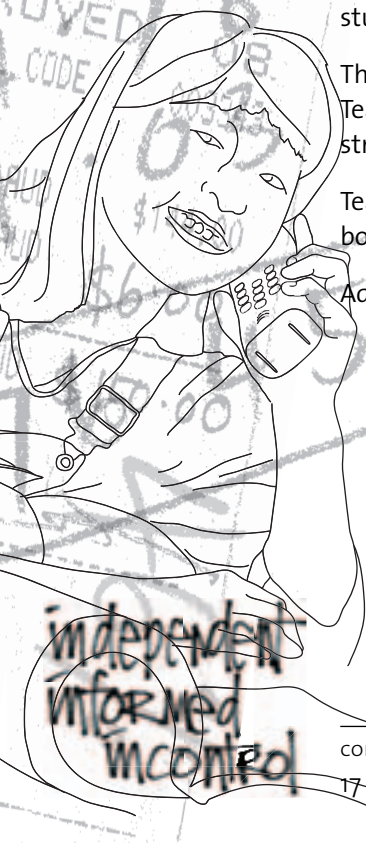
- class discussion
- debate
- verbal presentation to class
- speech
- descriptive writing
- letter to editor
- written analysis of language in a media text
- summary
- written submission
- webpage.

This section contains activities that require the students to examine and analyse print, radio, TV and internet advertisements for a variety of products and services. Teachers may wish to collect samples of advertisements to use in class, or ask students to prepare a collection of advertisements in advance.

There are several opportunities for class discussion and debate in this section. Teachers who are familiar with de Bono's *Six Thinking Hats* may like to apply this strategy to small group and class discussions.

Teachers may refer to Sections A and C of the *Consumer Stuff Commerce* resource book for complementary information and activities.

Additional related activities and links can be found at www.consumervic.gov.au.



What is advertising?

Why do companies advertise? What media are used for advertising? How do we know when we see or hear an advertisement? What are some of the situations where we might not recognise an advertisement?

Public awareness advertisements

Some advertisements give information about health and safety, or about community programs or decisions made by government. Advertisements which give information to the public are known as informative or public awareness advertising.

Persuasive advertising

Most advertising tries to persuade people to buy products or services. Creating desire to buy the product comes first. Giving information about the products is secondary.

Persuasive advertising can aim for one or both of these two objectives:

- to make a customer want to buy a new product
- to make a customer buy a particular brand rather than another.

Advertising often tries to convince people to buy something by making them feel that they don't merely want it, they need it. It aims to increase the extent of our wants and needs, and to convert wants into needs, so that we feel compelled to buy more.

Exercise - I want it! I need it!

- Think about the difference between wants and needs, then write the definition in your own words.
- List some products or services that were once seen as something wanted but not essential, and that now seem necessary (for example, mobile phones, an iPod).
- You are a parent of a fifteen-year-old boy. Your son asks you to buy a new computer. You think the one you bought five years ago is still OK. Your viewpoint is that a new computer is only a 'want'. Your son argues that it is a 'need'.

In Column A, outline the arguments you would use to convince your son that a new computer is a 'want'. In Column B, outline the points your son would make to convince you that it is a 'need'.

A - Want	B - Need
-	-
-	-
-	-
-	-
-	-
-	-
-	-



Advertising modes or media

Billboards are one mode for advertising. Billboards require a simple message that can be conveyed quickly to passers-by. The designer of the advertisement must encapsulate the core message of a campaign on a single page (a very large page).

Direct mail is another mode of advertising. This involves building mailing lists and using them to form a customer base. Information is mailed directly to the person, and usually involves an incentive to encourage a response (a free prize, chance to win, special deal etc). Direct mail with emails and spam is now an online marketing strategy.

Exercise 1 - Advertising media

Build a list of advertising media and complete the following table.

Advertising medium	Characteristics	Advantages	Disadvantages
1 television	30 secs - 1 minute sound, images, may have written words	reach a lot of people at once	expensive
2 billboards			
3 direct mail			
4			
5			
6			
7			

Exercise 2 - A walking advertisement

Can young people themselves be unpaid walking advertisements? Discuss as a class.

Exercise 3 - Capture the target audience

You are a marketing expert. You have been asked to sell a new breakfast cereal to three different audiences:

- children aged 7 - 11
- teenagers aged 14 - 17
- women aged 25 +

- a) In a group, create an advertisement for each audience. What would be different? Which language features would each advertisement contain? What key messages, words and images would you use for each? Allocate each team member a role eg. recorder, spokesperson etc.
- b) Each team chooses one of its new advertisements to present to the class to evaluate for effectiveness, for the age group chosen.



Persuasive techniques in advertising

Writers and speakers use words and images to make their ideas sound attractive, to encourage us to 'buy' their idea. These are called persuasive devices or appeals. They try to make their idea appeal to us so as to persuade us to 'buy' it. Words or images can be used to play on readers' fears and desires.

Examples of persuasive devices/appeals/promises:

Here are some persuasive devices that can be used by advertisers, politicians or debaters:

- appealing to patriotism (love of country)
- flattery (appealing to reader's pride or vanity)
- appealing to nostalgia (the 'good old days')
- appealing to fear (being alarmist)
- appealing to the the desire for conformity (the desire to be the same as others)
- appealing to the fear of rejection
- appealing to conscience or sense of morality, shame or guilt
- appealing to love and concern for family
- appealing to the desire to be an individual, unique
- appealing to desire to save money (the hip-pocket nerve)
- appealing to desire for popularity, social status, a good reputation or image, being cool
- appeal to masculine pride or concern for masculinity
- inclusive language to involve readers
- emotional blackmail.

What are other persuasive techniques you can think of?

As a class, choose five of the persuasive techniques above and match them to an advertisement seen on TV. Discuss if the techniques used in each advert work.



Persuasive techniques in advertising

Exercise 1 - Spot the technique

Read the following statements used in advertising and other media texts. Next to each statement, indicate the persuasive device that is being used. Some have been done for you! Some of the statements involve more than one persuasive device.

Statement	Type
'Australia is the best country on earth and makes the best beer; Aussies know their beer and drink only fair dinkum Aussie beer.'	Appealing to patriotism
'Become a smooth operator. Our waxing will highlight the cool, clean lines of your body – contours to be seen and touched.'	
'A good mother will show her love by buying SoftasSilk talcum powder for her baby.'	Emotional blackmail
'The city is a dangerous place. Your house needs protection. What could happen if you don't install a ScreenOut security system?'	Appealing to fear
'If you love her, you will want to let her know and buying her the new fragrance, XTC, will let her know.'	
'This is an exciting new restaurant and celebrity chefs recommend it.'	Appealing to authority
'You could all be affected by this problem of poverty in old age unless you invest for the future now and Securetire can help protect you.'	
'We have to work together to solve this problem.'	
'Unless they are all jailed, no ordinary citizen will be safe in the street.'	Appealing to fear
'Put in some money. No one likes a miser.'	Appealing to the majority - conformity
'Most people (80%) understand that Narelle's ideas are wrong so you shouldn't listen to her.'	
'For the person who likes to be different.'	Flattery - appealing to vanity
'Sports stars like Joanne Schembri recommend this toothpaste.'	
'People mightn't tell you openly so don't risk embarrassment – use SkinAid to stop pimples ever developing.'	
'Don't be a rebel. Don't stand out from the crowd. Don't wear Rugged.'	
'Electric Fido means you and your loved ones, including your living Fido, can breathe easy, knowing your home is safe while you're away.'	
'Deep Throat Mints – not for wimps!'	
'Wipe out 5 or wipe out lives.'	
'My dad picks the fruit to make the cordial that I like best.'	
'Finding it hard to get the family together these days? Try our brilliant lamb dinners.'	
'Metal men food for muscles!'	
'100 per cent Australian-owned.'	



Persuasive techniques in advertising

Statement	Type
<i>'We care for you, our competitors care for your money; we put you first, they put profit first, we try to safeguard your health and well being, they try to save their pockets.'</i>	
<i>'With polyendoneurons, Rampant has been scientifically tested and proven to work (for men, of course!).'</i>	
<i>'Share the dream.'</i>	
<i>'Beauty, popularity and boyfriends – all in one lipstick!'</i>	
<i>'Support our product and help stop Australia going downhill with everyone without jobs!'</i>	
<i>'As a person of sophisticated taste who likes to try something different, you'll appreciate our latest style.'</i>	
<i>'Kids, don't miss out on this latest game which everyone is playing. The game that is sweeping the country. Be in on the latest craze. Invite your friends over to join in the fun!'</i>	
<i>'Make heads turn and crowds fall silent with Desire.'</i>	
<i>'A harsher climate can often spoil the soft and angelic skin that we used to have in those gentle, fun-filled days of childhood. BodyDew will restore your skin and you.'</i>	
<i>'Nowadays, no one wears clothes that fit. It's just not the cool thing.'</i>	
<i>'Could any parent really deny their child this chance to double their reading speeds and skills with EyeSight?'</i>	
<i>'Hot nights, hot music, but cool people and a cool drink – a perfect match.'</i>	
<i>'Sleek, slim, hard-edged and speedy – designed for young guys who are going places fast – and the girls who are after them.'</i>	
<i>'Big boys buy Bronco boots.'</i>	
<i>'Loving mothers buy Soybix for their growing children.'</i>	
<i>'Real Aussie kids love Soybix. And they know with every packet bought they're supporting our Olympics teams.'</i>	
<i>'All the kids nowadays are eating Soybix.'</i>	
<i>'You're smart? Healthy? Live a busy life? Then you'll be a Soybix eater.'</i>	
<i>'Let's go over the reasons we know why Soybix is the best.'</i>	

Exercise 2 - Go on, buy it!

Imagine you're going shopping with a friend.

- Write five statements that your friend could make to persuade you to buy something. Next to each statement, write the kind of persuasive technique that your friend is using.
- Share these statements with the class.



Misleading language in advertising

Misleading language

There are very strict rules about what can and can't be said in advertising. Laws and strict Codes of Practice mean that what you read is unlikely to be false. But clever use of suggestion, music and photography make it quite easy to convey a misleading impression. Advertising usually tells you only half the story. An advertisement for a food product might say that it is tasty and rich in vitamins, without mentioning that it is also high in fat and sugars. The language used in an advertisement is very important. Here are some examples of phrases which are totally meaningless but can still be persuasive:

- *helps to combat grease and dirt...* - this doesn't say how effective the product is, how it must be used and whether it is any better than soap and water.
- *lasts up to three times longer...* - the 'up to' here means there's no guarantee that the product will last three times longer. And it doesn't tell you what it's being compared with.
- *probably the best beer in the world...* - this is just a matter of taste and opinion. A more informative advertisement would say how it was made, packed and stored and why this made it a better beer.
- *virtually no maintenance required...* - another way of putting this might be "some maintenance is required". The double negative gives the misleading impression that the item is maintenance-free.
- *scientifically tested:* by whom? how?
- *farm-fresh eggs:* this could still mean eggs from battery-farmed chickens
- *99% fat free:* what does this really mean?

Exercise - It's scientifically tested

In groups of three, select other examples of statements in advertisements that are misleading, vague or leave things out and explain why the language is misleading.



Misleading language in advertising

Connotations, bias and loaded language

The word 'bias' means 'a slant'. So a biased word means 'leaning to one side'. It is the opposite of objective, balanced, neutral or impartial. The emotional (positive or negative) associations that words can have are called connotations. Words with bias are "loaded language" – "loaded" with connotations that can persuade us to feel something or take one course of action rather than another.

Exercise - I'm thrifty, you're stingy

In the following table of nouns and adjectives, the second column has words which normally are neutral. Unless they are put in context, they convey neither approval nor disapproval. On the other hand, the words in column four convey approval or disapproval. Your task is to place these words in column four in their correct columns. One has been done to help you start.

Favourable Connotation	Neutral	Unfavourable Connotation	Options
<i>perfume</i>	<i>smell</i>	<i>stench</i>	<i>stench/perfume</i>
	<i>inexpensive</i>		<i>value for money/cheap</i>
	<i>thin</i>		<i>emaciated/slender</i>
	<i>well-known</i>		<i>notorious/famous</i>
	<i>house</i>		<i>home/hovel</i>
	<i>young</i>		<i>immature/youthful</i>
	<i>solid</i>		<i>heavy/well-built</i>
	<i>small</i>		<i>compact/cramped</i>
	<i>outspoken</i>		<i>arrogant/assertive</i>



Real Estate advertisements: connotations and misleading suggestions

Real estate advertisements are clever at turning negative features into positive ones. They can cover up a harsh reality with a positive word that 'softens' the reality. For example, 'small' becomes 'cosy', 'dark' becomes 'intimate'. Such words or phrases are called euphemisms, such as 'collateral damage' which actually refers to 'civilian deaths' in war. The advertisement below contains many loaded words and positive connotations.

Exercise - Quaint cottage a renovator's delight!

a) Read the following advertisement for a two bedroom apartment.

Seductive allure of Glamour & Sophistication

Unfolding like the pages of a fashionable interior design magazine, this stunningly refurbished, single-level unit possesses all the contemporary style and high-quality European features needed for a lifestyle of sheer pleasure within close walking proximity to Lygon Street shopping, Merri Creek parkland and city transport.

- 2 generous bedrooms with BIRs
- gourmet Blanco-appointed kitchen
- chic open-plan living and dining
- private north-facing courtyard with LU

b) List as many euphemisms or words with positive connotations as you can think of for the words below. You could use a computer program such as Inspiration® to generate ideas.

- small:

- dark:

- derelict and in need of major repairs:

- ugly and out of fashion:

- old and decrepit:

- no back yard:

- on a noisy street:

c) In a small group, create an over-the-top advertisement for a small, ugly, derelict house. Use a computer program to make your advert more effective.

d) Share your advert with the rest of the class and then vote for the one that is most convincing.



Flaws in logic when trying to persuade

Here is a list of common techniques that people use when trying to persuade or present a point of view:

- contradiction
- over-generalisation
- stereotyping
- bias and prejudice
- assumption
- irrelevance
- false cause and effect
- begging the question/arguing in a circle.

Stereotypes

A stereotype (noun) is a view of a group of people that reduces them all to a few simple, common characteristics so that everyone in the group is believed to be the same. The individual is ignored. To stereotype (verb) means to judge everyone in a group as if they are the same and all share a few exaggerated features. No individual really conforms totally to any group image. But advertisers often use stereotypes.

Prejudice

Prejudice means having your mind made up or making a judgement about things or people before you have the facts or evidence.

Bias

Bias means favouring one side unfairly (without good reason or evidence). Cultural bias means judging all other things or other people from the point of view of your own culture. This often occurs in the media and in advertising.

Generalisations

Advertisers can also include generalisations in their claims. A generalisation is a statement made about a whole category. The bigger the generalisation the more likely it is to be invalid as it's harder to find enough evidence to cover all cases in the category. Common generalisations in advertisements are statements like 'always works', 'for every boy and girl', 'No one understands money better than we do.'



Flaws in logic when trying to persuade

Exercise - Not very persuasive

Match the common persuasive technique from the list provided to each of the following statements.

Statement	Fault
<i>'It worked for me and it'll work for you!'</i>	
<i>'Europeans are already addicted to this chocolate. Soon Australians will be too!'</i>	
<i>'Your teeth will shine and your breath will be sweet - a sure way to make your day go well.'</i>	
<i>'They fell in love with her when she started wearing that Sexplosion perfume. That perfume really attracts boys! Buy some!'</i>	
<i>'Why is BlowWell so popular? Because so many people love it!'</i>	
<i>'People who murder should be killed because human life is sacred.'</i>	
<i>'Winners like Nelson Jordan wear this brand. Wear it and you'll be a winner too.'</i>	



The power of brands and logos

Trademarks and logos

Some products have such well-known trademarks or logos that it is possible to advertise them without using other words or pictures. The logo becomes a symbol not only of the products, but of the lifestyle that is advertised along with the products.

Friends and peers wear logos. They can also unknowingly put pressure on you to buy things you mightn't really want or be able to afford. They can act as second-order agents of advertisers and firms, doing their publicity for them. Many people believe that when we wear clothes or carry items with obvious brand names, we may be encouraging others to buy them.

How does a logo work to make the consumer an unpaid publicity agent?

- it suggests the wearer is proud of the product
- the logo gains value because it belongs to an attractive, 'cool' person
- it reinforces the name: when you see dozens of T-shirts with the same logo, you remember the brand more easily.

The European schoolboy: Advertising in schools

The European schoolboy is woken by his Bart Simpson alarm clock. He sheds his South Park duvet and changes from his Ajax pyjamas into his Adidas T-shirt and Levi jeans. After downing a bowl of Kellogg's Frosties and the Sunny Delight he saw advertised at school, he reaches for his Fila school bag and meets his friend at the bus stop. He admires his companion's new Nike trainers and Calvin Klein sweatshirt and the two join the rest of the crowd of schoolchildren who wear a "uniform" of their own creation. Walking to his first lesson, the boy passes two large billboards in the corridor. He notices the "Coke" advert on the vending machine and stops off for a drink. He also stops by the staff room in order to deposit the "free equipment for schools" vouchers he had been collecting from cereal packets before dumping his school bag on the desk. He unpacks his rucksack, reaching for his "Pepsi Max" pencil case and his exercise books sponsored by the local pharmaceutical company...

Author: Ellie Mears ellie.mears@gmx.net webmaster@yomag.net

Exercise 1 - Just do it

In groups:

- a) List three logos that are recognisable without additional words.
- b) Next to each logo, explain what feelings and experiences or lifestyle it symbolizes. In other words, what are the symbolic connotations of the logo?
- c) Explain how these logos have become such powerful symbols.
- d) Write the slogans of five brands that you know. Then tease out the connotations and implications of these slogans. What do advertisers want you to believe about these brands?

Exercise 2 - What is cool and what isn't?

- a) As a class, discuss and then define what 'cool' really means.
- b) How does a brand get to be 'cool'?
- c) What's going to be the next 'cool' thing? Imagine you are writing for the student magazine or the school website. Write a description of your 'cool' predictions.

...must be honest
...regarding
...total bird flu
...of human lives
...of chickens.
...Alexander
...had no influ-
...China was
...return it said it
...of the virus.
...borderless with
...e infected.

...do what it can
...hours address
...There need
...effort to control
...otherwise we're
...down the pat
...with SARS." h
...The bird flu
...dropper into a
...several hours
...line in the
...style balance
...to face an out



The power of brands and logos

Exercise 3 - Oldies want to be 'cool' too

Advertisers use 'cool' brands to target all consumers, not only teenagers. Adults are also bombarded with messages about products that are advertised as being symbols of success and good taste.

Ask your parents, or adults at home, to think about the brands that convey prestige and use this information to complete this table or one you have created on your computer.

Product	Prestigious brand: one I'd love to buy	Why is this brand desirable?	How is the advertising for this product effective?	Do you think this brand is value for money?
Car				
Fridge				
TV				
Sofa				
Shoes				
Perfume				

Exercise 4 - No logo?

Some schools are trying to develop a 'no logo' policy in which staff and students don't buy/wear/do anything at school that promotes a brand whose products cost more than \$20. Should your school adopt a 'no logo' policy?

- a) In groups of four to six people, debate this proposal, and record the arguments for and against this policy.

Alternatively, divide the classroom into five areas for those who strongly agree, agree, strongly disagree, disagree and those who have no opinion. Challenge the position of the four other groups and move around if the facts and arguments persuade you to.

- b) Using the school intranet, ask for comments from all school students. Choose a class representative to collate responses on a spreadsheet and present a report at school assembly.



Looking behind the ad: implicit and explicit messages

Advertisements are there to sell a product or service. For each product, for example, a diet soft drink, there are so many competing brands out there, that it is difficult to boost sales simply from a straightforward advertisement showing the soft drink can. Modern advertisements must therefore sell more than just the product in order to boost sales. An advertisement will often have an explicit message, 'here is a great product, buy it!', and also an implicit message, 'if you buy this product, you will get closer to being as attractive as the people you can see in this ad, and you will get closer to living the lifestyle that they have'.

Advertisers sell an image, a lifestyle, a look as well as a product. They know that a product will become popular if it is placed in the context of an attractive, desirable or 'cool' lifestyle. If consumers see an advertisement that portrays behaviour, culture, attitudes and values that they admire, they will come to associate the product with this implicit 'lifestyle' or 'image'.

Exercise 1 - Get a lifestyle or get a life?

Discuss the following questions in small groups, or as a class.

1. What do we mean by 'values'?
2. What is meant by a 'lifestyle' that many advertisements promote?
What elements seem essential to make a 'lifestyle'? What values are often underlying a desirable lifestyle?
3. What is the attraction of shopping and shopping malls?
4. Are some people addicted to shopping? How can you tell?
5. What do you think could motivate compulsive shopping?

Exercise 2 - Advertisements give a lifestyle message

Complete the following table, then discuss your answers with the class.

Advertisement	Target audience	Values	Lifestyle
Ute	Males 20 - 40	Toughness, power, strength, practicality	Outdoors/country, true blue workers
Diet soft drink			
Alcoholic mixed drink			
Wholemeal bread			
Hair dye			
Four wheel drive			



Gender stereotypes in advertising

It's often argued that our society's dominant view of gender is stereotyped '*all boys and men do/are like...all girls and women do/are...*'. It is all too easy to view the two genders as contrasting categories, composed of binary opposites '*men are like this but women are like that*'. In fact, a lot of our social development is based on ideas about gender difference. Individuals often do conform to the stereotypes because of social conditioning.

Since advertisements make up a large part of our culture, they can contribute to how we view men and women. They can reinforce the stereotypes and encourage us to conform to them. Many modern advertisements target a younger age group by challenging traditional gender stereotypes.

Exercise 1 - Linking words and gender

Here is a list of words often used in advertisements about body care and treatments. Decide which ones would be most likely used for men and which for women. Then read out your list and give your reasons for your classifications to the class.

lean	tight	clean
sleek	taut	sharp
hard	flowing	smooth
fluid	graceful	curves
streamlined	slender	delicate
muscled	sinuous	polished
rugged	silky	dynamic

Exercise 2 - Which is the chocolate for you?

How are chocolate and chocolate bars marketed differently for women and men? Define how the following differ.

	for women	for men
the wording		
the images		
the shape		
the qualities and promised benefits		



Body image

Exercise - Boys and body image

Read the article, 'Boys succumb to image ideal' then answer these questions.

- Advertising and media promote an ideal body shape that doesn't reflect reality. Do you agree or disagree? Discuss as a class, or use as a topic for a small group debate.
- Advertising, media and 'celebrity mania' lead to negative body image and obsession about the way we look. Do you agree or disagree? Discuss as a class, or use as a topic for a small group debate.
- Body image affects girls much more than boys. Do you agree or disagree? Discuss as a class, or use as a topic for a small group debate.

Boys succumb to image ideal

The Age March 27 2003 by David Rood

Teenage boys are increasingly turning to diets, food supplements and heavy workouts as they strive to conform to the slim and muscular body images of popular culture and sport.

While much is known about the pressure exerted on adolescent females by idealised body images, research academics and clinicians are warning about a similar increase in pressure on adolescent males.

Deakin University psychology lecturer Marita McCabe said the image of the ideal muscular male - "six-pack", cut abdominal muscles, and the body beautiful - was the result of the media and advertising.

"I think we started off with Arnold Schwarzenegger and Sylvester Stallone and now there are many more subtle images in the media of this muscular male ideal," she said.

While Dr McCabe stressed that exercise and healthy eating were positive, she said problems arose when behaviour was taken to extremes, such as exercise dependence.

"Teenage boys try to change their body image by dieting, taking food supplements and exercise... There are adolescent boys adopting extreme behaviours and it will become more of a problem," she said.

This week an Eating Disorders Foundation seminar in Sydney was told that up to a third of NSW teenage boys were trying to gain weight.

The figures were the result of recent research, conducted by Sydney University's Dr Jenny O'Dea, on 400 NSW schoolboys aged 13 to 18.

Experts argue that the problems of body image are compounded by the lack of recognition among males of the media's influence over their perceptions of their bodies. Dr McCabe said her studies had shown that females were more able to recognise the pressures over body image.

"It's not as acceptable for them (boys) to say 'I want to have this wonderful body', but that is really what they are after. It's much messier and not as clear cut with guys, and the pressure is increasing," she said.

A Melbourne High School year 11 student and keen rower, Duncan Fitzpatrick, 16, is acutely aware of the media pressure to conform to the male body image.

"You look at movies like XXX with Vin Diesel - six foot four, built like a brick wall - and ads for clothes and things... they've got picture of guys with no shirts and big abs," he said.

Schoolmate Cem Mankir, 17, who spends three or four sessions a week in a gym, said working out improved self-confidence.

"When you're out in public it's easier to socialise and people look up to you more," he said.



Advertising and body image

Exercise - Have your say!

Does advertising have a harmful effect on teenagers' body image and self respect?

Present your view on this issue as a *letter to a newspaper editor*, a *speech to the class* or, *an article on the school's intranet*. Use the two generic guides below to help you with this.

Letter to a newspaper/article on intranet

Contexts

- replying to other letter writers
- supporting or challenging people in power
- commenting on journalists' opinions or claims.

Use of Language

- outline the context or background of the letter
- focus on key points, key arguments and evidence
- carefully order ideas and information
- ask challenging questions linked to the issue
- structure the letter so that it moves towards a forceful, dramatic, challenging or provocative conclusion
- decide whether to present arguments coolly or passionately with dramatic or emotive words.

Your letter/article should be about 300 words.

Speech

Contexts

- public meeting
- school council
- class discussion/debate
- students' council (SRC).

Use of Language

- employ a formal introduction
- state your view or perspective clearly
- emphasise key evidence
- use a range of persuasive tactics – anecdotes, analogies, emotional appeals, humour, statistics
- invite the audience to agree
- include personal experience
- challenge listeners with rhetorical questions
- present consequences – what could happen if...?
- conclude by reiterating your point of view and main arguments.



Create your own advertisement

Exercise - It's your turn!

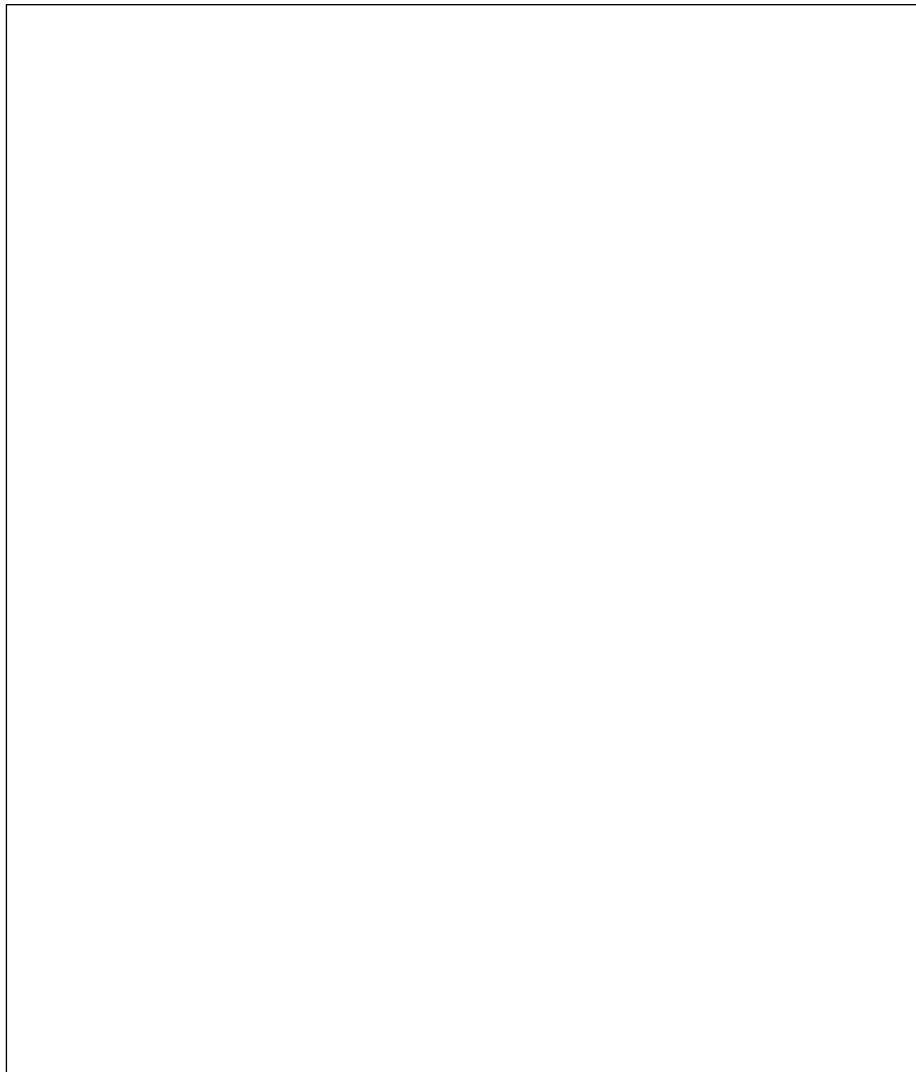
- a) In a small group, use a computer program to design your own TV advertisement for a product or service of your choice.

Write a description of this advertisement to include the following information:

- brand name
- implicit message about values/image/lifestyle
- product description
- description of actors
- target audience
- script storyline or sequence of images
- explicit message about product
- contributing elements (words, graphics, sound effects, music)

Tip: use a graphic visualizer to help you with ideas.

- b) Draw a 'still' from this advertisement to add to a class display. Use the space below.

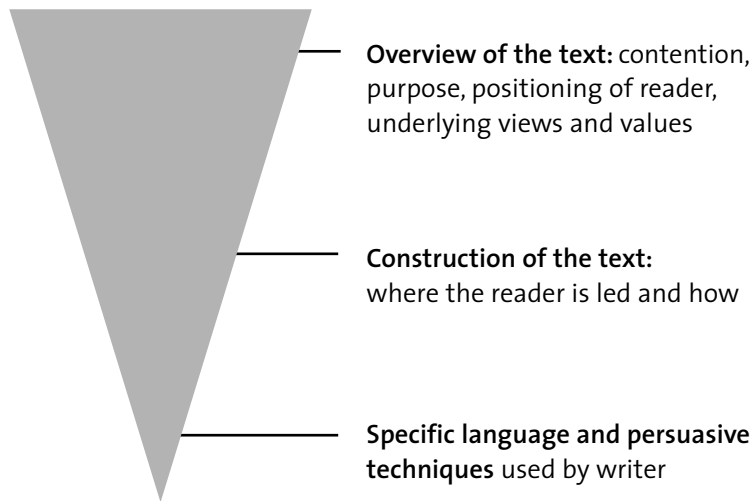


Analysing advertisements as media texts

An advertisement is a media text that makes promises: buy this product and we promise you some kind of satisfaction.

Exercise - Analysis

Choose a print or TV advertisement and study it carefully. Write an analysis of this advertisement, using the structure and questions below as a guide. Or present a videotape of the ad to the class and analyse it in an oral presentation.



WHAT?

What is the advertisement saying? What is it trying to achieve? (Keep this brief!)

HOW?

How does the layout and design make the advertisement effective?

What tools or techniques of persuasion are used?

How do the images help persuade the reader/viewer?

WHY?

What is the intended impact on the reader?

When analysing advertisements you also need to ask:

What is the implicit message?

What type of lifestyle is presented?

What values are expressed?

Has any important consumer information been omitted? Why?



Writing task: the advertising of alcohol

The task

Carefully read the following material, and then complete both parts.

Task material

There has been a controversy recently about the advertising of alcohol which features young people in glamorous and visually exciting situations. It has been claimed that this encourages under-age drinking and irresponsible drinking. When one advertisement for GrooveTube depicted a group of boys in a car stopping at a liquor shop before speeding off to a party, consumer protection groups and media watchdogs called for the advertisement to be banned. The following editorial went further.

Ban Liquor Ads for Teens

Editorial, Daily Messenger

The recent Groove Tube ad produced by Young Puppet Masters Inc for Global Breweries has rightfully sparked outrage. It dangerously links alcohol, having fun, sex appeal and driving. The ad deliberately suggests that these laughing good-looking teenagers are out to get drunk, that drinking will mean a better time and that their chances of finding sex will be higher if there's a lot of liquor available at the party. The last point is, sadly, probably true since we know that alcohol lowers people's inhibitors or resistance to risk-taking behaviour. However, this ad positively endorses risk taking with its close-ups of one youth's groin in tight jeans and his knowing wink to the camera when he checks he's got a few condoms in his wallet after returning from the bottle shop. It also links the boys' masculinity with the bonnet of their phallically-shaped car. The shape of the bottle, too, is suggestive. Worse, the pounding techno music as the car speeds off into the distance gives upbeat approval to drinking while driving and glorifies speeding as manly.

Many surveys have proven that ads influence young people. This ad legitimises anti-social behaviour. It pushes all the right buttons for our vulnerable children. It blatantly exploits their desire for acceptance and enjoyment, suggesting that dangerous behaviour is just harmless fun. It's been proven that more young people than ever are being picked up by the police on drink-driving and speeding charges. There is a clear link. How many more accidents will leave foolish P-plates paraplegics after they ape this artful ad? How much more blood will be spilt after this ad?

Young Puppet Masters are social parasites and should be ashamed. But Global Breweries obviously lacks a social conscience, so the law must step in. How can we as a community not act on this? It is time to ban this ad. In fact, it is time to ban all ads for alcohol during prime viewing time. It is time to ensure that alcohol ads don't appear on our screens till after midnight - when they can keep company with the other sleaze in those hours. It is time to protect our young.



Writing task: the advertising of alcohol

The next day, the following letter appeared in *The Daily Messenger*

Alcohol fuels young men in cars

As an English teacher at CAE, I am worried about several advertisements I've seen recently on the television and at the cinema. All portray men in risk-taking behaviour in cars. In one, a four-wheel drive vehicle races across a landing strip at an airport, faster than the plane moving off. Sending airport staff scuttling, it halts the plane's take-off so that the young, semi-dressed driver can present flowers to his similarly semi-dressed (post-sex) girlfriend inside who's about to fly out.

In another, a group of boys speed off to a party after going to stock up on alcohol. While we don't see them actually drinking and driving together, we know that they'll be drinking later and probably driving, too. The ad implies it's quite natural. And certainly the ad connects alcohol and the speeding phallic car with sexual prowess.

On their own, these ads might have little effect. They even have a certain humour. But given all the ads that encourage alcohol and powerful cars, they are contributing to a culture that can

influence young people in dangerous ways. Young men grow up in a culture that often pushes them to assert their masculinity. Ads which associate powerful cars, speed and alcohol with a desirable lifestyle and image can have an impact. Therefore they are quite irresponsible. When the road toll and the problem of alcohol abuse are rising amongst young people, this is appalling.

This year I am teaching a young man in my year 12 class named Paul. Paul has returned to study after being involved in a horrible car accident seven years ago. He was a passenger in a friend's car. The driver was drunk and the car he was driving crashed into a tree. Now he is 25 and he has taken all this time to get back to some kind of normal life. He is permanently scarred and still has trouble writing or using a computer. Advertisers can promote their liquor, but in a responsible way and not during prime time. Paul would agree with me.

*Alex Perrine
Royal Park*



Writing task: the advertising of alcohol

The following day *Youth radio 3YYY* interviewed several people about the controversial advertisement. Here is the transcript of the interview with a high school student, Peter Reider.

Interviewer: *Peter, what is your view of the editorial?*

Peter Reider: *The Daily Messenger pushes the idea that ordinary teenagers can't think straight. It argues that we mindlessly follow the suggestions of advertisers. Okay, ads can be compelling and entertaining but they're not that influential. Let's get one thing clear: we teenagers enjoy ads because they're funny and clever but we do not get taken in.*

Interviewer: *But doesn't the paper have a point about the dangers of such ads?*

Peter: *The editorial claims that there is a direct link between the incidence of drink driving and the promotion of drinking and driving in this one advertisement. However, the road toll has declined since the 1970s. There are more cars on the road and yet the road toll is only 40 per cent of what it used to be. During all this time, we've been flooded with alcohol ads and ads for fast cars - that do, I acknowledge, promote speed. But why have deaths decreased? If ads control us, shouldn't the opposite have happened? Let us admit that no ad has actually combined alcohol and fast driving until this one. However, this is only one ad. It will not have a major effect.*

Interviewer: *What about the proposal to limit alcohol ads to certain timeslots?*

Peter: *The Daily Messenger also claims that alcohol ads should be restricted 'til after midnight. This will only make drinking seem more illicit and, therefore more exciting. And it won't help. Have the bans on cigarette advertising eliminated smoking? No. It is still common and actually a growing habit among teenagers. It's obvious that advertising regulations do not produce changes in social behaviour. Only idiots would believe so.*

This banning all ads because of one is an over-reaction. Furthermore it will be futile. But worse is the fact that we are having our rights denied. As consumers, we should be free to decide what we see, and manufacturers should be free to inform us of the products available. That's what a free market means. If the government bans this ad, it's attacking our freedom of expression.

Interviewer: *So you don't think there's a problem?*

Peter: *We are not gullible victims of evil advertisers. We're not victims of brainwashing. We can make our own minds up. We've all done media analysis at school. We know the score. I could do an analysis of the Groove Tube ad now but sometimes I can just relax and enjoy things that are "bad" but fun. Let us make our own minds up.*



Writing task: the advertising of alcohol

Task Part 1

1. Make a dot-point summary (not in complete sentences) of the arguments in either Alex Perrine's letter AND/OR Peter Reider's interview.
2. In a coherently constructed piece of prose, analyse the ways in which Peter Reider and/or Alex Perrine use language to present their points of view about the need for stricter laws on the advertising of alcohol.

Task Part 2

Complete one of the following, making use of the source material as appropriate.

As the manager of a brewery, write a submission to a committee of Members of Parliament giving your views about bans on the advertising of alcohol.

or

A schoolmate, who is also a good friend, has been injured in a drink-driving accident. Deliver a speech to a school assembly, discussing the issue of whether bans should be imposed on the advertising of alcohol.

or

Write a letter to the editor in which you give your views on the issue of whether advertising can influence young people to behave irresponsibly.



SECTION C

Informative and instructional writing: credit and shopping

Aims and overview

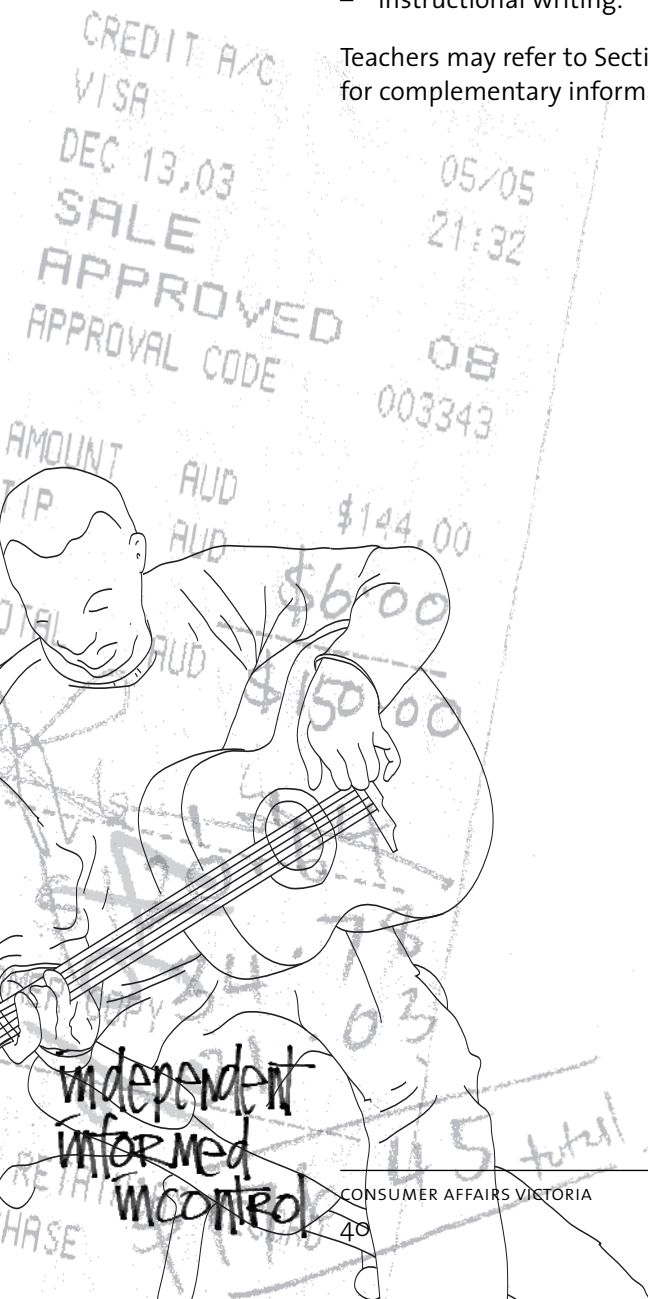
The worksheets in this section aim to help students:

- understand an appropriate structure for informative writing
- understand the structure and language choices involved in instructional/procedural writing and speaking
- learn more about credit and credit cards
- learn more about careful shopping.

Students will have the opportunity to complete the following tasks for assessment purposes:

- role play
- class discussion
- verbal presentation to class
- informative essay
- instructional writing.

Teachers may refer to Section E of the 'Consumer Stuff' Commerce handbook for complementary information and activities.



Informative writing

Essay structure

When writing an informative essay, it is important to structure your ideas and facts so that they are clear and logical to the reader. Here is a common essay structure:

- **Introduction** - general opening sentence; definition of key terms; outline of points to be discussed
- **Body of essay** - several paragraphs, each one explaining in detail one aspect of the essay topic. Each paragraph begins with a topic sentence, which makes clear to the reader what will be discussed in the paragraph.
- **Conclusion** - brief summary of main points covered in the essay, with recommendations or emphasis given to the idea you think is most important.

Topic sentences

Exercise 1

Read the following essay about using a credit card. The topic sentences from the paragraphs of the body have been removed. They have been placed below the essay, but are out of order.

- a) Firstly explain what the role of the introduction is.
- b) Work out which topic sentence belongs to which paragraph and insert it correctly where it belongs.
- c) Write a suitable conclusion for this essay.

Some Facts about Credit Cards

Credit cards enable you to buy goods and services, or borrow money up to a fixed dollar limit, and repay the money later. They are an easily obtained type of loan. It's important to remember that when you use them, you are borrowing money that you have made a commitment to repay. Companies and banks are eager to provide you with credit cards. But you must be responsible and cautious when using them; otherwise they can get you into trouble.

Introduction: What are the functions of this introduction?

1. _____

Banks and other financial institutions are not allowed to send you a credit card unless you ask for one. A credit card comes with a credit limit, an amount that you can spend up to. Credit providers are not allowed to increase your credit limit unless you agree to the increase. Before entering into a contract or before you first use the card, credit providers must give you details about fees and charges and your rights and responsibilities.



Informative writing

2. _____

Credit card interest rates are usually higher than those for personal loans, housing loans and car loans. If you don't pay the full amount you owe within a certain time, you will have to make monthly repayments with interest added. Traders may charge you a fee in addition to the cash price of the purchase when you pay by credit card.

3. _____

You will usually be financially penalised if you don't pay the minimum monthly repayment or are late in paying it. If you pay only the minimum monthly repayment on your credit card, you'll end up paying more than you would with a standard loan. For example, suppose you have a credit balance of \$2,000 at 18.5% annual interest. If you pay only the minimum payments per month (usually 5% of the outstanding total), it will take seven years to repay the \$2,000 and you'll pay an additional \$820 in interest.

4. _____

They offer credit by allowing you to use the card to buy goods at the store. Contract requirements vary between stores. Some demand a minimum monthly payment and others a fixed payment by standing order or direct debit. You will normally pay interest if you don't pay back all you owe each month and there are often fees and charges. Interest rates on store cards tend to be higher than those on credit cards.

5. _____

Some credit cards and store cards offer interest-free credit for up to 55 days. If you buy something using your card and pay the full amount by the due date, you don't pay any interest. If you use your card to get cash, however, interest will be added on from the date you receive the money. Many retailers also offer interest-free loans. When you accept one of these deals, you sign a loan contract, often with a finance company. These loans are usually interest free only if you pay off the entire amount within the time stated. If you don't, you'll probably have to pay high interest, often on the whole amount, backdated to the day you bought the goods.



Informative writing

6.

From 1 January 2003, traders can add a surcharge for sales paid by credit card. If traders choose to charge a fee for using credit cards, the cost of using this form of credit increases. There are no regulations specifying the amount of the charge. Be aware that although traders are allowed to charge you extra for paying via credit card, there are some things they are not allowed to do:

- They cannot give the impression that they are required by law to charge the fee;
- They cannot give the impression that their fee is just cost recovery if the fee they charge consumers is greater than the fee the bank charges for processing credit card payments;
- They cannot make an agreement with other traders about whether or not to charge a fee or what the fee might be.

Conclusion

Conclusion:

What should a conclusion do?

Write one for this essay.

Topic sentences to be inserted where appropriate:

There are also store cards, issued by or on behalf of stores or retail groups.

There can now be merchant fees for using credit cards.

There are significant costs involved.

Firstly, understand your rights with credit cards.

Be careful with monthly repayments.

Find out about interest free periods.



Informative writing

Exercise 2 - Love credit, hate debt

- a) Consider the two words presented below. Under each word, write down things that come into your mind when you think of that word.

debt	credit

- b) In small groups, discuss the ideas you associate with 'debt' and with 'credit'. Did people in your class associate 'debt' with very different ideas to those related to 'credit'?
- c) In fact, credit is debt. Can you explain why? Why do many people feel differently about credit than they do about debt?

Exercise 3 - Are adults credit savvy?

How credit savvy are the adults you know? Ask four adults the following questions, and record their answers in a spreadsheet. Compare your findings with the rest of the class.

- What are the advantages of using a credit card?
- What are the disadvantages?
- What is the interest rate for your credit card?
- Does your card have an interest-free period? How long is it?
- What happens if you can't repay the credit within the interest-free period? How is interest charged?
- Do you use your credit card to get a cash advance? What are the disadvantages of doing this?
- Do you think you have a realistic credit limit on your card?

What advice would your parents give you if you were using your own credit card?

Exercise 4 - Informative writing task

Use the findings from Exercise 3 as a basis for a piece of informative writing titled 'Understanding credit cards: a brief survey'.



Procedural and instructional writing and speaking

The purpose of this type of writing is to inform, advise or direct someone about how to do something, or how to achieve a goal. We can find this kind of writing in instruction manuals, recipes and brochures. Diagrams or visuals can be part of the text. A common structure to use when writing instructions or procedures is:

Title

- what goal is to be achieved

Introduction

- outline why this goal is worth achieving
- discuss skills, ability, preparation needed before following instructions
- list materials, ingredients, equipment (if necessary)

Body

- write the steps or instructions in logical order. You may wish to use dot points, or to number the steps.

Conclusion

- who can help the reader if he/she encounters difficulties with this procedure
- once the reader has achieved the goal, how can he/she build on this success.

Unless you are deliberately writing a humorous or satirical set of instructions, you should make your style a neutral, objective one. Your verbs should be in the active voice, in simple present tense, or in the imperative, eg. command verbs such as 'turn', 'do not', 'avoid'. It may be a good idea to make the steps clearer by using words like 'first', 'next', 'then', 'finally'.

Exercise 1 - Do's and Don'ts

- In pairs, read carefully one of the following fact sheets from the Consumer Affairs Victoria website (click on Publications):
 - Banned & Regulated products
 - Computers, Phones & Internet
 - Motor Cars
- Now use the information from the fact sheet to complete ONE of the following tasks:
 - Create a spoken presentation to your class, giving clear and engaging 'do's and don'ts' related to your chosen consumer topic. The presentation must include visual aids (eg. points written on the board; powerpoint; illustrations; props) that you and your partner have created together.
 - With a partner, present to your class a role play based on your chosen consumer topic. One character should be seeking advice (for example, he/she wants to use mum's credit card; he/she wants to get a refund; he/she wants to buy at an online auction) and the other character gives tips and advice in an authentic manner.
 - What were the advantages/disadvantages of working with a partner to present your roleplay?



Procedural and instructional writing and speaking

Exercise 2 - Tips for buying a used car!

- a) Read the following sample of procedural text about buying a used car.
(A comprehensive checklist can also be found at www.consumer.vic.gov.au)

Used Car Inspection Checklist

Remember, inspect the car in good light, never at night. Check each item yourself: don't rely on the seller to give you the information.

From the outside

Have you studied the bodywork?
Be wary of bumps, ripples, mismatched colours and panels out of alignment.
Use a soft fridge magnet to check whether body filler has been used to fill rusted out areas (the magnet won't stick to body filler).

TIP: Take a mat to lay on. Most rust will be around the lowest part of the car.
Is the suspension okay?
Push down on one corner then let go.
If it bounces more than once the car has worn shock absorbers.
Are the tyres worn unevenly?
Check the spare tyre as well.
Make sure there is plenty of tread.

Sit in the driver's seat

What is the reading on the odometer? A low distance reading is not a foolproof guide to the state of the engine.

Do the brake lights work?
Do the indicators work?
Does the horn work?
Do the windscreen wipers work?
Are the seat belts in good condition?

Open the bonnet

What does the water in the radiator look like?
Clear or green is good. Rusty water or water at a low level means a lack of care taken or a faulty cooling system.

Turn on the engine

Start the car and let it idle.
Listen for strange noises, such as rattling or knocking in the engine compartment
'Rev' it several times while looking out the rear window. If there is smoke, it could mean engine problems.
Do the brakes feel firm when you press down?

- b) Which of the following purposes does the Inspection Checklist have?
Circle each one that you think applies.
- to provide information
 - to persuade
 - to explain how to do something
 - to argue a point of view
 - to describe how things work
 - to tell someone what to do/instruct
 - to explain how things work.
- c) For each of your selections, provide examples of language from the text that successfully demonstrate each purpose.
- d) Why do you think the author of the checklist has included questions in the text?



Procedural and instructional writing and speaking

Exercise 3

- a) As a class, produce a list of expensive (\$50 +) consumer items that students like to own.
- b) Choose one of these items, and write a guide for your classmates:
'How to buy a without breaking the bank'.

Use an appropriate structure and language style for your guide, and make sure you add good advice for consumers. You can use this space for your first draft. Your final version should be visually appealing and able to be inserted into the school newsletter or intranet. Add some graphics!



SECTION D

Making a complaint

Aims and overview

The worksheets in this section aim to help students:

- understand appropriate procedures for making a complaint about an unsatisfactory product or service
- explore a variety of language choices and styles when making verbal and written complaints.

Students will have the opportunity to complete the following tasks for assessment purposes:

- role play
- written summary or concept map
- information and visuals for a web page
- letter of complaint.

Related resources, activities and links can be found at www.consumer.vic.gov.au.



Do you have a right to complain?

Most of us don't like complaining, even when we have a good reason to do so. Complaining isn't a pastime. It should be done only when necessary. If you have paid for a product or service which doesn't perform as it should, you have a right to complain to the business that sold it to you. Of course, there is a right way and a wrong way to proceed!

- Complain only when really necessary.
- Give the person you're complaining about a chance to sort things out first, before you threaten action.
- Complain to the right person. There's no point in telling a shop's work-experience sales assistant that you're going to sue him for breach of contract because the goods you bought don't work. Find out whom you should speak to. Then contact that person either by making an appointment or by writing a letter.
- Don't lose your temper, swear or use insults. If you're rude, the other person will probably treat you the same way. Starting an argument is easy but it isn't clever. It prolongs the dispute, wastes time and energy, and rarely achieves what you want.
- Know your rights. Often, you'll be complaining because you think that your legal rights have been denied. So a basic knowledge of what you're entitled to can be helpful for both you and the person you're complaining to.
- Be patient. Sometimes it can take weeks to sort out a problem, particularly if you're dealing with a big organisation or if your complaint is complicated.
- Say thanks. If someone does what you've asked and has been helpful to you, thanking them helps ensure you'll get good service next time.



Do you have a right to complain?

Exercise - It's not fair!

a) Think of possible problems with goods or services that could happen to you. Add to this list:

- You receive a bill or invoice and you have been overcharged
- Goods sent by mail arrive incomplete or incorrect

-

-

-

-

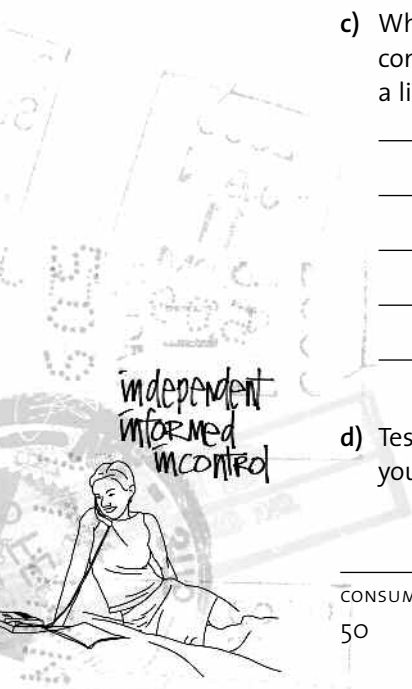
-

b) When you have a problem with products or services you have purchased, the first step is often to contact the seller by telephone or in person. What would be your purpose/s in contacting the seller? Circle the purpose/s you think appropriate:

- to express your anger
- to ask for clarification
- to demand redress or compensation
- to provide information
- to express your disappointment
- to find out your options
- to persuade.

c) What kind of language choices will you make so that the style of your complaint reflects your purposes? Keeping your purpose in mind, make a list of phrases or words that it might be useful to employ.

d) Test your language choices (in c) above) with a classmate - what response/s do you get? What options work best?



How to make a complaint

You can complain in person, by letter, by telephone, or by a combination of all three. Whichever method you decide on, always begin by asking yourself:

- Is my complaint justified?
- Have I got my facts straight?
- What are my legal rights?
- Am I complaining to the right person?
- What do I want them to do about my complaint?

Complaining in Person

- If complaining about faulty goods, ask for the person who sold them to you. If possible, take the goods back with you, and all receipts and documentation.
- If the sales assistant can't help you, ask to see the manager.
- Don't make a scene in the shop. Stay calm. Be clear and be sensible.
- Explain the problem to the manager, and ask what the store will do about it. If necessary, explain (politely) what you want, a refund for example.
- If you don't find him/her helpful and don't feel that you're making any progress, don't give up. And do not lose your temper. State that you aren't satisfied and that you intend to take it further. Do not threaten action that you won't really take - that weakens your case.
- Go to www.consumer.vic.gov.au to find out how to refer your complaint to Consumer Affairs Victoria.

Complaining by telephone

Before you pick up the phone, ask yourself these questions:

- How will I start the call?
- Who will I ask to speak to?
- What will I tell them?
- What will I ask them?
- What tone should I use?
- What might the seller say? How would I expect them to respond to my complaint?
- Have I got all the facts I need? All my receipts and relevant documents?
- Have I got pen and paper ready to record the important points of the conversation?

When you get through to the person you need to speak with:

- speak slowly and clearly
- if phoning a Head Office you might get the switchboard operator first. If so, say that you have a complaint and ask to speak to the Customer Service Manager or someone else who can deal with it.
- get the names of people that you speak to
- note the date and time
- explain what the problem is and ask what the business will do about it
- if you think you're entitled to your money back, say so
- jot down briefly what is said
- don't lose your temper
- keep a record of the call, because if the problem is not fixed, you may end up needing to show what you have done to remedy the problem.
- if you fail - don't give up. Write a letter of complaint and if necessary, get some further advice about what to put in your letter
- Go to www.consumer.vic.gov.au website to find out the next step.



How to make a complaint

Verbal complaints

Exercise 1 - Phone or face-to-face?

List the differences between making a complaint by phone and making one face-to-face with the trader.

Exercise 2 - Roleplay

- In pairs, write a script for a conversation between a trader and a person making a complaint about a product or service. The complaint can be either in person or by telephone. Make the script as realistic as possible. Keep in mind that in real life, the first person you speak to may not be the right person.
- Rehearse the script with a parent or adult at home. Ask your parent for advice about making the conversation as realistic as possible.
- Present your role-play to the class.
- When all role-plays have been performed, discuss as a class:
 - Which complaints were the most effective?
 - What made each complaint effective or not?
 - How could the presentation of the complaint be improved to obtain a better response from the trader?

Complaining by letter

Sometimes you need to write a letter when you have a problem with goods or services purchased. Why would people want to write a letter, rather than ring up or see the supplier in person?

Exercise 3 - A letter of complaint

- From the following list, rank these suggestions from 1 - 9 showing their order of importance as a reason to make a complaint in writing:
 - you have a chance to put your side of the story
 - writing a letter provides evidence that can be tracked
 - it's more objective, less emotional than speaking
 - it has more 'authority'
 - it's easier to write than to phone
 - people will answer a letter
 - it's less uncomfortable
 - you can get help with drafting it and check it over before sending
 - it's the next step after a conversation.

When you write a letter of complaint, allow the business about two weeks to reply. After that, send a reminder letter. If you still don't get a reply, contact Consumer Affairs Victoria.

- Is sending an email just as effective as posting a letter? Why/why not? Compose an email letter of complaint (for practice) and send it to your friends. Ask them for feedback which you can then use when writing your formal letter.

independent
informed
in control



Analysing a letter of complaint

Exercise 1

- a) Read the following letter.

Michael Ngo
28 High Street
Brunswick VIC 3056

Consumer Affairs Victoria
GPO Box 123A
Melbourne VIC 3001

2nd January, 2007

Dear Sir/Madam

I am writing to complain about the service provided by Formal de Hire of Chapel Street, Prahran.

A female friend at a girls' school asked me to partner her at her school's end of year formal and I hired a suit from Formal de Hire.

The suit cost \$100 to hire but required a \$200 deposit. I paid both on 1 December 2003. On the evening of the formal, I returned to the shop to collect the suit. I took it home but later discovered that it was not the one I had ordered. It did not fit me at all. I rang the shop back to sort this out but by that time (8 pm) there was no one there. I had to ring around and borrow one from a friend.

By then I was very agitated. The friend's suit was not as nice as the one I had ordered and my female friend looked quite disappointed when I turned up to accompany her to the formal.

I was very upset about the whole thing that it didn't turn out the way I wanted it to. My evening was just ruined. It makes me quite angry, every time I look at the photos from the formal.

After the formal I told the young salesperson about the problem and she agreed it was unacceptable service, and said she would have to talk to the owner about it.

I have written to the owner more than twice and until now I have received no reply. Formal de Hire does not return my calls.

I am very upset about the whole incident. Not only did it ruin a special day, but the store's refusal to acknowledge the problem or attempt to compensate me is infuriating.

I would appreciate it if you could help by pursuing the matter with the business owner. Her name is Morticia, and the phone number of the business is 9X22 XXXX.

Thank you for your help.
Yours sincerely,

Michael Ngo
Ph: 9X22 XXXX

- b) Do you think this letter is effective? Why or why not?
- c) Highlight the persuasive words/phrasing used. What kind of persuasive technique is the writer using? What effect are these words meant to have on the reader?



Analysing a letter of complaint

Exercise 2 - Getting it wrong

a) Read the following letter.

<p>Consumer Affairs Victoria GPO Box 123 Melbourne VIC 3001</p> <p>10th February, 2007</p> <p>A few weeks ago I saw the ad and decided to buy my car from Mack's Autos.</p> <p>I got pre-approval over the phone and then went to the car yard. The receptionist definitely said it was up to me which deal I wanted. My finance was approved and I made arrangements to inspect and pick up a 1998 Beelzebub which was the type of car I had been looking at for three weeks before this.</p> <p>I was told to bring in my old Studebaker, which is a bit beaten up I admit. Anyway, to do the deal I got a \$4000 trade-in, even though they said my old car wasn't worth it.</p> <p>Later, when I asked about the free petrol they said I wasn't eligible. I was told they would not make enough money on the deal.</p> <p>I think that I should get the petrol anyway.</p> <p>I humbly beg your urgent attention.</p> <p>Geoff Gatsby</p>	<p>Geoff Gatsby 3 Daisy Gates Yachtville VIC 3356 5X54 XXXX</p>
---	---

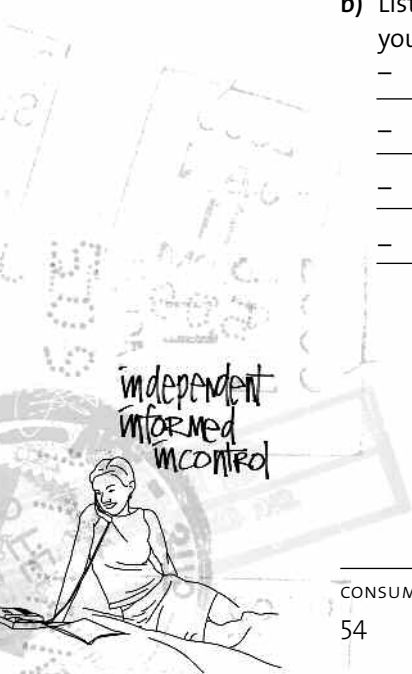
b) List at least three ways in which this letter is not very effective and then discuss your findings with the class.

—

—

—

—



Analysing a letter of complaint

c) One problem with this letter is that it does not give the reader enough information. Many of the sentences below were written in a way that doesn't tell us who is responsible for the action.

- My finance was approved.
- They said my old car wasn't worth it.
- I was told to bring in my old Studebaker.
- I was told that I was not eligible.

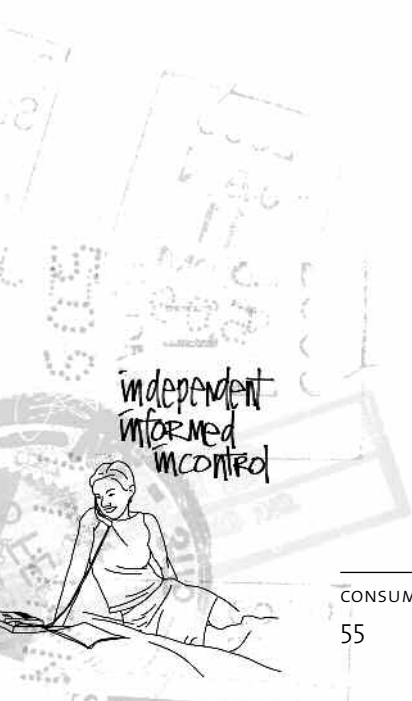
These sentences are written in the passive voice. The writer may have been trying to make the letter sound more objective, but this choice would be more appropriate in a report than in a letter of complaint, where it is very important to know who has been responsible for what!

d) Rewrite each of the following sentences in the active voice to make it clear who performed the action:

My finance was approved.

I was told they would not make enough money on the deal.

I was told to bring in my Studebaker.



Different styles for letters of complaint

Exercise 1 - Unscrambling jumbled letters of complaint

Here are two letters of complaint about the same problem, written to the same company. However, they have been written in two different ways by two different people. The paragraphs of both letters have been jumbled together.

Re-order the paragraphs so that they are organised in the correct order for two separate letters. You might like to do a cut and paste.

1. Your company doesn't seem to ever get it right. You surely don't think we'll let ourselves be ripped off like this, do you? Don't think that just because I'm young you can ride over me. I know my rights. If I don't get a reply from you this time, I'm going to ring the police and my family's solicitor. So you'd better reply this time. You can ring me up or write a reply otherwise, like I said, my parents are planning to take it further. From...
2. Dear Sir,
I am writing to complain about the service provided by Get Down & Boogie DJs. I had booked the DJ Vinyl Knights for my 16th birthday party at Ginormous Receptions on Saturday 13th March. I had paid a deposit of \$300 to your company a week before and was to pay the balance at the end of the evening.
3. But that night Vinyl Knights didn't turn up. Instead there was this stupid dude in country gear who began playing country music. He told me he was Boots XTC. He didn't look right but I figured he knew what he was doing and he had the right address.
4. We worked out what music was to be played a week before with the DJ. We spent a lot of time on this and everything seemed fine.
5. At that preliminary meeting on March 6th at the company office, I took considerable trouble to select the appropriate music. A friend and I spent two hours going over the track list suggested by the two Vinyl Knights DJs, to finalise a set we all agreed would be perfect.
6. However, on the night of the party, I was surprised to meet, not Vinyl Knights, but a man I had never met who was wearing a checked shirt and a ten-gallon hat. He told me he was Boots XTC which I assumed implied he'd still play the kind of music I had arranged for with your company.
7. But suddenly Boots switches into country music. I told him we didn't want that kind of rubbish and to change it but he refused and kept on playing stuff while all my friends stood round laughing then staring at me. I felt an idiot for hiring this guy. He tried to get out of it by saying we should try boot scooting.
8. Hence this letter. We are urging you to respond either in writing or by phone so that we can sort this out and avoid further unpleasantness, before feeling obliged to seek legal advice. We are sure there have simply been some mistakes which can be resolved. Thanking you in expectation of some reply. Yours sincerely,...

independent
informed
in control



Different styles for letters of complaint

9. However, to my dismay and the bewilderment of my guests, Boots XTC began playing country and western music, definitely not the music I had organised. When I told him this was not what had been arranged, he said there must have been some confusion at the office. He was the line-dancing DJ and had definitely been given my address. I asked him to change the style to something more suitable for my friends but he said he'd only bought country music with him. I informed him no one would dance to this but he only replied that we should give boot scooting a chance.
10. He reckoned he had no other music and wouldn't ring the office. I told him to get out and he did but first he forced me to hand over the 200 bucks I owed. I told him it wasn't fair as I never got what I paid for but he didn't care.
11. I asked him to ring the office to get a new set of music or have them send a different DJ but Mr XTC said there was no one at the office. I asked him to stop playing the music and leave as the party was already ruined. He demanded payment. At first I refused since what I had paid a deposit for was not provided. However, Mr XTC became aggressive and intimidating so I paid the remainder of the \$200 to avoid further trouble.
12. Dear Get Down & Boogie,
Your company has ripped me off. I had your Vinyl Knights booked for my 16th but there was a stuff-up. I paid a deposit and expected to get the two DJs I'd paid for. But this didn't happen.
13. I was very distressed about the whole thing that it didn't turn out the way we wanted it to. The occasion was ruined. The money we had spent on the reception place was wasted. Furthermore, our guests were bitterly disappointed. I feel I have let others down as well as having a spoiled birthday. We still have the receipt for the deposit paid and are now requesting repayment for the whole \$500 as the service you promised wasn't provided. I rang the company office on Monday morning at 10 am. Reception agreed this was poor service and would pass the matter on to the manager. However, after three calls my family and I have had no response.
14. I'm furious as the birthday was wrecked and all the money spent on the venue was wasted. Plus my friends' Saturday night was wrecked. They feel we stuffed up when it was actually you and your company. I kept the receipt and now I want all my money back. I rang you and told the woman at the desk about it and she said I should get the money back. But you never contacted me. So I kept ringing but still no reply. This has made me and all my family pretty angry. Everyone else I've talked to now says you're a lousy company so you're getting a real bad name out of this.

independent
informed
in control



Different styles for letters of complaint

Exercise 2 - What's the difference?

What is the difference in style between these letters? Use three adjectives to describe the style of each letter. Point out six specific language features in each letter. Instead of using the table below, you may like to create your own visual graphic or concept map.

	Letter 1	Letter 2
Style		
Language Features		



What's in a letter of complaint?

A letter of complaint can contain the following elements. Read and discuss.

- **Your name and address at the top right-hand corner of the page**
- **The manager's name, company and address at the left**
- **The date a few lines under the company address**
- **Greeting**
 - Simply state the manager's name, eg. Mr. Jones, Ms. Brown, Dr. Taylor. 'To whom it may concern' is acceptable, but lacks impact and doesn't make the reader feel he/she is personally involved.
- **Giving the background to the situation**
 - When and where did the problem begin?
 - What is the product/service in question?
 - If a product, then describe the make, model, serial number and all other relevant details
 - If it was something else that you bought/booked/hired, then describe it thoroughly
 - Who were the salespeople/employees involved?
- **Explaining the facts of the problem**
 - Describe in detail all the things that happened that you think were not appropriate.
 - Did the salesperson/staff member give you incorrect advice or misleading assurances? Was there something you should have been told, but weren't?
- **Discussing a possible solution**
 - Did you do anything to try to solve the problem? eg.
 - ask for help
 - ask for an explanation
 - find out the facts
 - speak to a manager or other person
 - say how you felt about the situation?
- **What action do you want taken?**
 - refund, replacement, repair, apology, explanation, something else
- **Concluding**
 - If this complaint is not addressed, what will you do? (Don't make empty threats)
 - How long are you prepared to wait for the complaint to be addressed?
 - Provide your contact details.
 - Conclude with a positive statement, indicating your confidence that a responsible company with a good reputation will want to solve the problem.
- **Yours faithfully**
- **Print your name and add your signature**
- **Provide copies of any receipts or documents that support your complaint.**

independent
informed
in control



What's in a letter of complaint?

Exercise 1 - Letter writing task

Imagine you have a complaint to make to a trader:

- you bought a product that is faulty, or that doesn't give you the result you were promised
- you received poor service at a shop or business
- you paid for a service that didn't come up to standard, or wasn't what you were led to expect
- you tried to get something fixed, but the staff were unhelpful.

The online complaint form at the Consumer Affairs Victoria website can help you decide on the key facts of this complaint.

Word process a letter of complaint to the manager of the business using the guidelines provided on page 59.

Summary

Re-read all the information on page 51 about making a complaint in person, by telephone or by letter. Use a highlighter to mark out the key information.

- a) Write a brief summary in dot points, titled '*Do's and Don'ts when making a complaint*'. Make sure you include all the different ways of making a complaint.
- b) Use a computer program eg. Inspiration®, to create a concept map which captures the key information about making a complaint.
- c) Create a web page on '*Do's and Don'ts when making a complaint*' as part of a site for young consumers. Present the text and images in a layout suitable for web pages. Make the text attractive and easy to read. Insert images that will appeal to your audience into your document. Indicate links from one page to another.



SECTION E

Reading the fine print

Aims and overview

The worksheets in this section aim to help students:

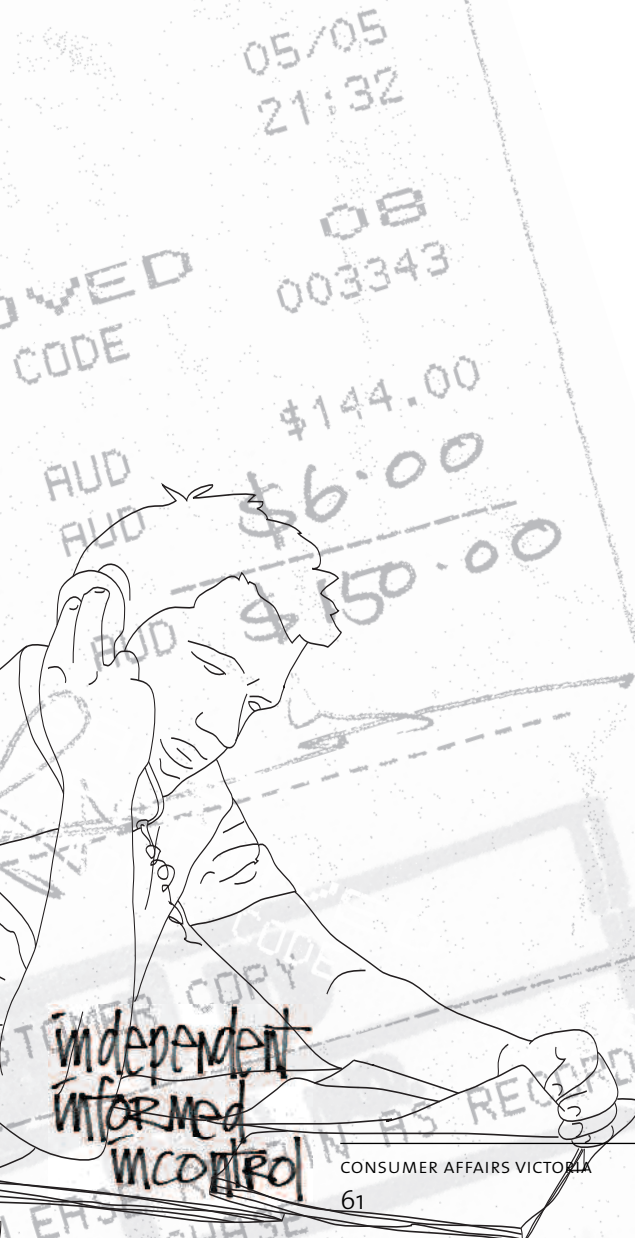
- explore the language and style of typical contracts and terms/conditions
- understand the role that contracts and binding agreements play in consumers' daily life.

Students will have the opportunity to complete the following tasks for assessment purposes:

- class discussion
- verbal presentation to class
- instructional writing.

Teachers may wish to bring to class authentic contracts and terms & conditions for students to examine.

Related resources, activities and links can be found at www.consumervic.gov.au.



Signing up for a mobile phone

Exercise 1 - Read the fine print

- Read these terms and conditions for the sample mobile phone contract shown. Discuss with your teacher any words that are difficult to understand.
- This is a brief version of the terms and conditions. How could you get a copy of the complete version?
- What are the consequences if you don't read them?
- If, after your initial term (usually 18 months or two years) you cancel your package, what will it cost? What happens if you cancel after six months of an 18-month contract?

SUMMARY - STANDARD AGREEMENT FOR BEEP BEEP DIGITAL MOBIL TELECOMMUNICATIONS SERVICES

- This is a summary of the terms and conditions for your mobile digital telecommunications service. The full terms and conditions are available on request. The Standard Agreement is binding on you.
- Your initial term begins when you are first connected to the Beep Beep Network. If you want to discontinue your connection at the end of the initial term, or at any time after your initial term, you must give us written notice. Your connection will be discontinued 30 days from the date of the next bill we send you after receiving your notice.
- If you request us to, or we validly discontinue your connection within your initial term, you must pay us:
 - the access charges for the remaining months of the initial term
 - an early termination fee of \$200 and
 - any outstanding fees and charges payable by you for the mobile service
- We will invoice you for the services in accordance with the pricing plan you have selected on your application form. You can obtain a copy of our fees and charges for this pricing plan from us upon request. We may vary these fees and charges from time to time.
- We will invoice you monthly and you must pay each invoice within 14 days from the date of the invoice (unless you have arranged with us to pay your invoices by direct debit or credit card). We may charge you interest on over due accounts. You will be responsible to pay for all calls made using the mobile phone service even if you did not make them.
- You acknowledge that, although we will take all reasonable steps to make sure you receive reasonable service within our coverage areas, the mobile service is not free from faults or interruptions such as network congestion, maintenance, geographical factors, obstructions, or interference may mean that you do not receive the mobile service in certain areas at certain times.
- We retain ownership of the card. You must return this to us on disconnection of the mobile service. We may charge you a SIM card replacement fee if you fail to return the SIM card within 30 days from disconnection. Please inform us immediately if you lose, or damage is caused to, your SIM card. We will then disconnect or bar your connection (you will be responsible for all usage charges up to this time) until the SIM card is replaced or repaired. We may charge you a SIM card replacement fee unless we were at fault.
- You agree that we may disclose or receive personal information or documents about you to
 - Credit providers or credit reporting agencies for purposes permitted under the Privacy Act
 - Law enforcement agencies to assist in the prevention of criminal activities
 - Our service providers, dealers and agents, or any company within the Beep Beep group, for reasonable commercial purposes connected with your use of the mobile phone service such as marketing related and analysis related purposes.
- We are not liable to you for any breach of any express or implied terms, conditions or warranties. Where we are unable by law to exclude our liability, our liability for such breaches is limited, at our choice, to:
 - If the breach related to goods, the replacement or repair of the goods
 - If the breach related to services, the resupply of those services, or paying for the cost of having those services resupplied.
- You cannot assign your Beep Beep agreement without our consent. We can assign the agreement to our nominee without your consent.
- There are certain events which may require us to suspend, restrict or disconnect your connection, such as a breach by you. You should be aware of these events.
- We may vary the terms of the Standard Agreement from time to time. We will publish the terms of the variation in a newspaper circulating in the capital city of your resident State if the variation is detrimental to any of our customers.

© NSW Dept. of Fair Trading



Signing up for a mobile phone

Exercise 2 - Our rights, your responsibilities

In pairs, or on your own, answer the following questions about one of the clauses from the phone contract terms and conditions presented in Exercise 1

- What does the clause mean? Summarise it in simple words.
- What must the mobile phone user be careful about to avoid trouble related to this clause?
- Do you think this clause is fair and reasonable? Why or why not?
- Report back to the class about the clause you have analysed.

Exercise 3 - Buy now, worry later

How does the mobile phone contract in Exercise 1 differ from a mobile phone advertisement? Are there any similarities? Complete the table.

	Phone contract - Terms and Conditions	Advertisement
Topic		
Audience		
Purpose		
Mode of communication		
Style		

Tip: Check out the mobile tool kit at www.toolkit.aca.gov.au for more information before you sign a mobile phone contract.



Contracts

Exercise 1 - Are mum and dad signed up?

- a) Read the following definition of a contract, taken from a Consumer Affairs Victoria fact sheet:

A contract is an agreement between two or more parties. Promises are made by each party and are intended to be legally enforceable. A contract can be written or verbal. Some contracts must be in writing, for example, contracts for the sale of land.

- b) Ask a parent or adult at home to give you his/her definition of a contract. Is it similar to the definition given above?
- c) Ask your parent to show you some contracts, with terms and conditions, that he/she is a party to. What kind of contracts does he/she have? Common examples are: insurance policies, internet service provider contracts, lay-by contracts, credit card contracts, home loans, product warranties, product orders, electricity contracts.

Exercise 2 - Important things to note about contracts

- a) Read the following points taken from a Consumer Affairs Victoria fact sheet:

- Read the contract very thoroughly.
- If you do not understand any part of the contract, seek advice from a solicitor or Consumer Affairs Victoria.
- Remember that once you've made a promise in writing, you are committed to that promise.
- Make sure the details on the contract fit your requirements.
- Do not hesitate to add your own conditions or to delete or alter existing conditions – remember a contract is between two parties for the benefit of both, so protect your own interests. Both parties should be fully aware and in agreement regarding any deletions or alterations of conditions before signing the contract.
- If your performance of the contract depends on something else, insist on an escape clause, for example 'Subject to my satisfaction of a bank loan approval'.
- Be aware that once a contract is signed it becomes a legal document that can be difficult to cancel without penalty – some contracts have a 'cooling-off' period, which allows you to cancel within a particular time, at a small cost.

- b) Now ask your parent or another adult to think of five tips for people about to sign a contract. Did your parents mention different pointers to the ones in a)?
- c) Work with your parent to compile your own list of 'Do's and Don'ts before signing a contract'.



Signing on the dotted line when you rent a home

If you want to rent a place to live, you must sign a Residential Tenancy Agreement, commonly known as 'the lease'. It is a contract signed by the tenant as well as the landlord. It sets out the rights and responsibilities of the landlord and the tenant, and it is a legally binding document.

Exercise 1 - Residential Tenancy Agreement

- a) Here is a sample of the clauses you may find in a Tenancy Agreement. To read other clauses from the Victorian Residential Tenancy Agreement go to www.consumer.vic.gov.au.

TENANT'S RESPONSIBILITY FOR THE ACTIONS OF OTHERS

20. The tenant agrees to be responsible to the landlord for any act or omission by any person the tenant allows on the residential premises who breaks any of the terms of the agreement.

RIGHT TO ASSIGN OR SUB-LET

21. A tenant may, with the landlord's prior permission, assign the whole or part of the tenant's interest under this agreement or sub-let the residential premises.

22. The landlord agrees not to charge for giving permission other than for the landlord's reasonable expenses in giving permission.

MITIGATION OF LOSS

26. The rules of law relating to mitigation of loss or damage on breach of a contract apply to a breach of this agreement. (For example, if the tenant breaches this agreement the landlord will not be able to claim damages for loss which could have been avoided by reasonable effort by the landlord.)

- b) With a partner, select one clause from the Victorian Residential Tenancy Agreement. Discuss where problems and conflicts could occur in this specific area.

Clause	Problem or conflict that could occur	Examples of this problem

- c) In small groups, write a list of 'Do's and Don'ts for tenants' to avoid conflict and safeguard their interests related to this particular clause. Present your list to the rest of the class as a Powerpoint presentation.

Exercise 2 - Rules for renting my house

As a landlord, you are going to rent out a flat for a year. You would normally use a standard residential tenancy agreement as a contract between you and the new tenant. For this activity, however, you will need to write your own contract.

- a) Working in small groups, write at least five terms and conditions for the contract. Use the formal language style modelled in the sample above.
- b) Compare your terms and conditions with the other groups in the class. As a class, write one contract collating suggestions from each group.



SECTION F

Responsible gambling

Aims and Overview

The worksheets in this section aim to help students:

- recognize a range of persuasive techniques used in media debates on problem gambling
- understand the concepts of chance and randomness in a gambling context
- explore superstitions in relation to cause and effect
- reflect on the Melbourne Cup in our culture and develop strategies to enjoy the day responsibly
- use information on problem gambling to analyse key messages in gambling advertising and to develop responsible gambling messages

Students will have the opportunity to complete the following tasks for assessment purposes:

- analysis of language in a media text
- persuasive writing
- verbal presentation
- class discussion
- group work
- informative writing
- stories and poems

Teachers may wish to collect examples of media text on gambling, including text discussing the management of problem gambling and advertising, or ask students to collect some in advance.

Background Information

Gambling is any activity where money (or anything of value) is put at risk on an event of uncertain outcome that relies, in part or entirely, on chance. Gambling includes:

Gaming – where the outcome is decided largely by chance. Examples include lotteries, poker machines, Bingo, Scratchies, casino and card games.

Betting or wagering – on the outcome of a future event. Examples include horse racing, sports betting, Internet betting and TAB betting.

Speculation – such as gambling on the stock market.

Appropriate definitions for teachers to use and refer to are:

Responsible gambling – Responsible gambling is about minimising harm caused by problem gambling while accommodating those who gamble without harming themselves or others.

Problem gambling – Problem gambling is defined as behaviour characterised by difficulties in limiting money and/or time spent on gambling, which leads to adverse consequences for the gambler, others or for the community.



Responsible gambling

Useful Resources

www.problemgambling.vic.gov.au

www.justice.vic.gov.au >gambling and racing> responsible gambling

www.melbourne-cup.com.au

www.olgr.qld.gov.au/responsibleGambling/educationInfo/schoolStuff/schoolstuff/index.html

www.olgr.qld.gov.au/resources/resGambling/index.shtml

www.austgamingcouncil.org.au

It is illegal for anyone under 18 to gamble, including on Scratchies and Lotto. In 2006, the Department of Justice published *Problem gambling: a guide for Victorian schools* (copies can be obtained by visiting www.problemgambling.vic.gov.au/contact-us). It cites a 2000 study that found that 41 per cent of year 8 students had gambled in some form over the past 12 months. Scratchies and lotto are the most common forms of gambling for young people. In the same study close to 50 per cent viewed gambling as a way to make money. The guide cites research that suggests that problem gambling in adolescents may be more prevalent than the adult population. Clinicians claim that these gamblers rarely identify as problem gamblers, possibly because the stereotyped gambler has little in common with an adolescent. Young problem gamblers are more likely than non-gamblers to report higher rates of depression and anxiety, participate in risky behaviour such as alcohol or drug use, be involved in crime and develop problems with family and friends. It has been shown that young adolescents are generally still forming their attitudes to gambling, leading to early intervention as a strategy to reduce problem gambling.

Issues raised in this section may lead to notice of problem gambling in students or within students' families. Any issues should be handled with sensitivity.

Gamblers' Help Line is 1800 858 858. Kidshelp Line – www.kidshelpline.com.au or 1800 551 800



What are my chances?

Exercise 1

Match up the following chances to the event. Answers are at the bottom of the next page

1. Dating a supermodel	A. 1 in 8,145,060
2. Injury from fireworks	B. 1 in 3,623
3. Winning Tattslotto from one game	C. 1 in 182,138,880,000,000
4. Injury from mowing the lawn	D. 1 in 19,556
5. A meteor landing on your house	E. 1 in 5,000
6. Being struck by lightning	F. 1 in 10
7. Getting a hole in one playing golf	G. 1 in 88,000
8. Getting the flu this year	H. 1 in 576,000

Source: www.funny2.com/odds.htm and Tattersalls

There is a 1 in 8,145,060 chance of winning First Division in Tattslotto, assuming you play one game. (You must buy a minimum 4 games to play which brings the chances to 1 in 2,036,265). This means that if that many games were played you would expect to win First Division once. And this is not guaranteed, it is just a chance. It is not guaranteed because each time the balls are drawn, it is a fresh game. The machine has no memory of what has gone before.

Exercise 2

Name three things that have a greater chance of occurring than winning Tattslotto, and one thing that has a smaller chance of occurring.

Exercise 3

Make up either

- i) a metaphor or simile
- ii) a short poem
- iii) a jingle or slogan

to express your view of the chance of winning First Division in Tattslotto.

Exercise 4

The numbers that turn out to be drawn in Lotto are entirely random. What does random mean? In small groups place three events from the table above on this line

entirely random

entirely non-random

Write down why you placed those events in that order. Why are some events less random than others?



What are my chances?

Exercise 5 -What do you currently believe?

Indicate whether the following are True or False. You can check the answers on the next page

1. Choosing the numbers 1, 2, 3, 4, 5 and 6 in Tattsлото has less chance of winning than scattering the numbers	
2. Lightning can strike in the same place twice	
3. Someone won Tattersalls three times – this makes me more likely to win at least once	
4. If you flip a coin and it comes up heads several times in a row, there is no reason to think tails is due to come up	
5. Mr. Dawe, used six of the key code words for the Normandy Invasion in WWII in crosswords he compiled for The Daily Telegraph in the two months leading up to the invasion.* He was clearly a spy.	

Source: www.funfacts.com.au

Exercise 6

There is a 1 in 4 chance of winning a Scratchie prize (including minor prizes). This means that 3 out of every 4 tickets in a pool will be losing ones and one will be a score a prize. How those tickets are mixed up in the pool is random though. You could win nothing for a long while and then 3 in a row, or 2 in a row and then nothing for a very long time or you might win once and then never again, or you might never win. And because there are lots of players, there is no way of knowing if the big prizes have already gone.



What are my chances?

Read the following story

Scratch lottery tickets: Jackson's* story

A friend gave me a scratch lottery ticket for my 18th birthday. When I scratched it I won \$50. 'Wow', I thought. 'This is great!' I went to the local newsagency and cashed in the ticket. I bought two more \$5 tickets and put the \$40 in my wallet. When I got home I scratched the two tickets. I didn't win anything with the first one but I won \$20 with the second. 'How easy is this!' I thought. I started buying more tickets. I went to different newsagencies as no one would know how many tickets I was buying; most didn't ask me if I was over 18**. In the beginning I won on about half of the tickets. I guess it was just beginner's luck, because after a while I wasn't winning much, but I was sure a big win was getting close. I kept buying tickets and I'd scratch things like two \$50 000 and one \$5000. I was so close, I was convinced it was only a matter of a few more tickets and I'd win the big prize.

When I ran out of money I started stealing money from my mother's wallet and from other students at school. I'd fake being sick so I could get out of PE. When everyone else was involved in sport I'd go through bags and clothes to steal money. One day I nearly got caught trying to take money from one of the teachers' staffrooms. I said I was looking for my assignment book. They believed me and I was sure my luck had changed.

All I could think about was how to get the money to buy more tickets. I started being in trouble for not concentrating on my schoolwork and not doing my homework, but I wasn't interested in school stuff. I knew I wasn't really winning anything, but I couldn't stop buying tickets. I knew I needed help but I didn't know what to do. Then I got caught stealing money from the bags in the library.

Jackson

* Jackson is not his real name

**You must be 18 years of age or older to buy lottery products (including scratch tickets). It is against the law to sell lottery products to a person who is under 18. Reproduced from *What are the odds: Understanding the risks education kit*, Sue Thompson, Powerhouse Museum, 2004



What are my Chances?

Exercise 7

Imagine that you are Jackson's friend, and that this is the story he told you after he got caught stealing. He has asked for your help. Write down what you would say to Jackson, or work with a partner and script and perform a role play. Here are some extra things to consider in your response:

Does a 1 in 4 chance of winning mean that every four tickets bought should have a prize?

People often remember a big early win and this feeling leads them to exaggerate their chances of winning in the long run. Does winning early mean that winning is going to continue? Why?

Does scratching two \$50,000 mean getting close to scratching three and winning the prize?

Gamblers' Help Line is 1800 858 858 and Kidsline is 1800 551 800

Exercise 1 Answers: 1-G; 2-D; 3-A; 4-B; 5-C; 6-H; 7-E; 8-F

Exercise 5 Answers

1. False – they have an equal chance of winning. No system of choosing numbers in Lotto gives you a better or worse chance than random as the draw of the numbers is not influenced by any method.
2. True – of course it can! It is just that the chance of it happening is very small.
3. False – One person's outcomes has no bearing on yours. The chances of winning three times is very, very small, but because millions and millions of people enter into Tattsлото over a number of years, it is not surprising that occasionally very unlikely things occur.
4. TRUE – each flip of a coin is a fresh flip and the outcome does not depend on what was flipped before
5. FALSE – authorities investigated Mr. Dawe, who was found not to be a spy. The use of the words was pure coincidence, not a covert message to the enemy!



Believe it or not

Exercise 1

Have you heard that:

- 87 is an unlucky score in Test cricket
- It is lucky in Bingo to walk three times around your chair
- People in the Victorian era thought Saturdays the unluckiest day to marry
- It is considered good luck if the bride finds a spider in her wedding gown
- Thinking positively can improve your chances on the pokies

Only 12 batsmen have been dismissed on 87 compared to 20 on 88 and 22 on 85 for example. No Australian batsman has been dismissed on 139. A duck is the most common score*. Bingo and Poker Machines use random number generators to produce the outcomes of a session. This means that nothing you do can influence the numbers drawn or how the pokie reels stop. Poker machines are programmed to give more back to the house than to the player. Like any other entertainment, you have to pay to play and the more you play, the more you pay.

*Source: Geoff McClure, *The Age*, 20/11/07

- a) Discuss whether knowledge of the statistics on 87 is likely to change cricketers' belief in it as an unlucky number. Is 139 a lucky number for Australian batsmen?
- b) The divorce rate is higher than ever before. Could this be due to more weddings than ever before on Saturdays?
- c) Does the machine that generates the balls in Bingo and the symbols on poker machines know if you have walked three times around your chair or are thinking positively?
- d) Discuss and write down any superstitions that you know of or hold yourself. Compare these with the rest of the class and note similarities and differences

Exercise 2

Consider the following advertisement for a \$1 Lucky Charms Scratchie game that was run in Western Australia.

There's over \$900,000 to be won this Chinese New Year, including one top prize of \$5,000 and you couldn't find a 'luckier' ticket – featuring 6 lucky charms including Fortune Cookie, Lucky Coin, Four Leaf Clover, Lucky Bamboo, and Lucky Lantern.

Source: www.lottery.wa.gov.au

- a) What is the key message of this ad?
- b) What is the persuasive device used to try to sell Scratchie tickets?
- c) If every ticket has a lucky charm design, could they all be lucky? Does the design of any Scratchie ticket have any bearing on the chance of a prize?



Believe it or not

Exercise 3

Below is an extract of an article by Mark Hayes (Herald Sun, 13/01/08)

OENONE Wood is not superstitious, but don't be surprised if you see her with a lucky charm on her helmet come the Olympics.

Herald Sun January 13 2008 by Mark Hayes

The Canberra rider put a bad week behind her yesterday to win the Australian women's road race title in Ballarat, giving her the inside running for one of three berths for the Beijing Games.

The former World Cup overall champion, riding without a wooden trinket given to her by a Dutch cousin, fell from the starting ramp in Wednesday's time-trial.

However yesterday, with the charm back on her helmet, Wood stamped her authority on the last climb up the gruelling Mt Buninyong circuit to win from newcomer Sharon Laws, with long-time Australian teammate Sara Carrigan third.

"I think it's really good to come up with a win like this after a disastrous start to the week, I'm just really happy today," Wood said.

"I'm going to start with that lucky charm on my helmet (in future), obviously it works.

"I don't normally use lucky charms, but I think if somebody gives you a lucky charm, it's unlucky not to use it.

"I didn't have it on my helmet for the time-trial, so I thought I'd better learn my lesson and put it back on."

- Why did Wood think she won the race? What do you think a non believer in lucky charms would think were the causes of her winning the race?
- The lucky charm may have caused Wood to have more confidence going into the race. Could this confidence have assisted her in her win? How is this case different to thinking positively at the poker machines?
- What relationship does confidence have with the outcomes of games of chance and skill?
- Can you think of other examples of the use of lucky charms, talismans, lucky objects or rituals by sportspeople or celebrities?
- Do you think your family uses any of the above?
- Do you think superstition has declined with the advent of science or are we still as superstitious as we always have been?

Exercise 4

Write down a key message about superstition that you think is important for other teenagers to know.

Express that key message through one of the following:

- a story
- a newspaper or magazine article
- a comedy sketch
- a speech

must be honest
on regarding
fatal bird flu,
and human lives
of chickens.
Alexander
had no infor-
st China was
when it said it
of the virus,
borders with
e infected.
were tardy in
ded to SARS
realised their
Chinese gov-
very decisive
SARS." Down-
broader ques-
countries in
earn from the
and that is:
as you find a
as possible.
rybody knows
al with it, and

do what it cou
bours address
"There need
effort to comb
otherwise we'r
down the path
with SARS," h
The bird flu
deeper into A
seventh human
first in Thailand
while Indonesia
to face an outbreak
The disease
in Taiwan, Japan
Vietnam, Thailand
Laos and Indon
rapidity the World Health Orga-
nisation called
Indonesia said
farms across its vast archipela-
go suffered out-
South Korea
fresh case at a
and planned to slaughter
chickens in the
culture Ministry said
WHO said



The race that stops the nation

Exercise 1

Read Chapter 16 (extract) of Mark Twain's *Following the Equator*, first published by American Publishing Company, 1897

Melbourne spreads around over an immense area of ground. It is a stately city architecturally as well as in magnitude...It is the largest city of Australasia, and fills the post with honor and credit. It has one specialty; this must not be jumbled in with those other things. It is the mitered Metropolitan of the Horse-Racing Cult. Its race-ground is the Mecca of Australasia. On the great annual day of sacrifice - the 5th of November, Guy Fawkes's Day - business is suspended over a stretch of land and sea as wide as from New York to San Francisco, and deeper than from the northern lakes to the Gulf of Mexico; and every man and woman, of high degree or low, who can afford the expense, put away their other duties and come. They begin to swarm in by ship and rail a fortnight before the day, and they swarm thicker and thicker day after day, until all the vehicles of transportation are taxed to their uttermost to meet the demands of the occasion, and all hotels and lodgings are bulging outward because of the pressure from within. They come a hundred thousand strong, as all the best authorities say, and they pack the spacious grounds and grandstands and make a spectacle such as is never to be seen in Australasia elsewhere.

It is the "Melbourne Cup" that brings this multitude together. Their clothes have been ordered long ago, at unlimited cost, and without bounds as to beauty and magnificence, and have been kept in concealment until now, for unto this day are they consecrate. I am speaking of the ladies' clothes; but one might know that.

And so the grand-stands make a brilliant and wonderful spectacle, a delirium of color, a vision of beauty. The champagne flows, everybody is vivacious, excited, happy; everybody bets, and gloves and fortunes change hands right along, all the time. Day after day the races go on, and the fun and the excitement are kept at white heat; and when each day is done, the people dance all night so as to be fresh for the race in the morning. And at the end of the great week the swarms secure lodgings and transportation for next year, then flock away to their remote homes and count their gains and losses, and order next year's Cup-clothes, and then lie down and sleep two weeks, and get up sorry to reflect that a whole year must be put in somehow or other before they can be wholly happy again.

The Melbourne Cup is the Australasian National Day. It would be difficult to overstate its importance. It overshadows all other holidays and specialized days of whatever sort in that congeries of colonies. Overshadows them? I might almost say it blots them out. Each of them gets attention, but not everybody's; each of them evokes interest, but not everybody's; each of them rouses enthusiasm, but not everybody's; in each case a part of the attention, interest, and enthusiasm is a matter of habit and custom, and another part of it is official and perfunctory. Cup Day, and Cup Day only, commands an attention, an interest, and an enthusiasm which are universal - and spontaneous, not perfunctory. Cup Day is supreme it has no rival. I can call to mind no specialized annual day, in any country, which can be named by that large name - Supreme. I can call to mind no specialized annual day, in any country, whose approach fires the whole land with a conflagration of conversation and preparation and anticipation and jubilation. No day save this one; but this one does it.



The race that stops the nation

In small groups and then as a class, discuss the following:

- a) How do you observe Melbourne Cup Day? Are there any traditions within your family?
- b) If Mark Twain came into the future 110 years, what similarities and differences would he notice about today's Melbourne Cup?

Exercise 2

Mark Twain's piece above is an example of the travel writing genre. What images does Mark Twain use to help people who have never been to Australia understand the Melbourne Cup and its cultural significance?

Write a travel article based on your experience/your family or your friends' traditions on Melbourne Cup Day from the perspective of a foreign visitor.

Exercise 3 – Small group activity

Gambling is a legal activity if you are over 18. It is important to manage decisions and behaviours so that gambling doesn't become a problem. The table below shows information about problem gamblers and then has a column to convert that information into a strategy on how to enjoy yourself responsibly. The first one is done for you.

Fill in the following table and then discuss your strategies with the rest of the class

Information	Strategy
People caught up in a game might spend more than they intended	Leave credit cards and other ATM cards at home. Set aside a certain amount of cash and when that is gone, stop
People are often more reckless gamblers when they have been drinking alcohol	
Some people try to recover losses by placing more bets, not realising that as time goes on they are more likely to keep losing	
Some people keep gambling when they would rather stop because their friends pressure them to	
Some people gamble with more than they can really afford to lose	
Some people borrow money from friends to keep gambling	
Some people need to gamble with larger and larger amounts to get the same feeling of excitement	



The race that stops the nation

Exercise 4

Prepare either a brochure, podcast script or a travel writing piece to assist a tourist in understanding the Melbourne Cup as 'the race that stops the nation' and to help them enjoy the day and gamble responsibly. You may wish to refer to the following information.

Victoria is Australia's racing capital. The Victorian Racing Industry comprises three major codes: Thoroughbred racing, Harness racing and Greyhound racing. Over 1800 race meetings are conducted annually at 83 licensed racecourses across Victoria. Thoroughbred racing is the second most popular spectator sport in Australia (second to Australian Rules Football) with the Melbourne Cup being the most widely known event. Research conducted by Roy Morgan revealed that 284,000 Victorians (6.7%) visited a racetrack within a three month period during July 2003 and June 2004. This figure is higher than any other State in terms of total number of visitors and proportion of population. Racing is ranked alongside the largest manufacturing sectors in its contribution to economic activity and employment. (Source: www.tourismvictoria.com.au)

The Melbourne Cup Carnival has played a principal role in establishing the Victorian Spring Racing Carnival as Australia's major annual sporting event. Visitors to the Spring Racing Carnival inject more than \$500 million into the Victorian economy. In 2008, on Melbourne Cup day \$154 million was bet at TAB outlets around Australia. They spent record amounts on corporate race-day packages, choosing to wine and dine in marquees, on and around the track. 7,000 corporate leaders and guests will spend \$1 million hiring marquees, and another \$1.5 million celebrating the Cup at Flemington Racecourse. They also spent \$20 million on their outfits, purchasing over 300,000 items, including dresses, gloves, hats, jewellery, shoes, sunglasses, ties and more. They ate 7,000 oysters, drank 32,000 bottles of champagne and used 26,000kg of ice. The \$5.1m Melbourne Cup is more than just a horse race - it is a 145-year old social and cultural tradition that literally brings Australia to a standstill. The race draws competitors from all over the world with the annual invasion of northern hemisphere-trained horses making it a truly international event. The Melbourne Cup attracts a worldwide television audience of around 700 million people in 120 countries and territories while millions more either view or listen to the event via the internet.

Source: <http://www.melbourne.org.au/325.o.html>

In small groups, discuss the above and then set up a debate on the subject: the amount of money bet and spent on the Melbourne Cup is an Australian tradition that should be upheld and maintained.



Gambling and advertising

Exercise 1 – persuasive techniques

Consider this list showing the main reasons for commencing gambling

- leisure/fun/entertainment/outing
- relieving boredom
- wanting to, or feel I have to, do the same as my friends
- providing company for another person who is already gambling
- parents may encourage it
- may be expected as ‘something we do in our family’
- hoping to win money
- wanting to do something dangerous or risky
- being around other people (easing loneliness)
- wanting to do something ‘just for me’.

Source: What’s the Real Deal? Responsible Gambling Education Kit. This kit is available for download from www.dhhs.tas.gov.au > Future Communities > Reform Implementation Unit > Disability, Child, Youth and Family Services > Program & Strategies > Gambling Support Program > What’s the Real Deal?

Now, for each of the following slogans, write down the reason/s for commencing gambling (see above) that the slogan is appealing to:

- a) TAB Sportsbet – Get Ahead of the Game
- b) TAB racing – The Joy of Racing
- c) Scratchies – Win in an Instant
- d) \$2 million guaranteed – Super 7s Oz Lotto – this Tuesday
- e) Tattslotto – Life could be a dream
- f) Tatts Pokies – Just for fun!
- g) Crown Casino – Paint the Town

Exercise 2

- a) Is the ‘Just for fun!’ slogan consistent with a responsible gambling message?
- b) Choose 3 of the other slogans and discuss the faulty conclusions that someone might draw from these slogans.



Gambling and advertising

Exercise 3

Using the information below and also that given in Exercise 1:

- i) Construct 2 different posters for youth, each with a different key message, warning them against problem gambling.
- ii) State where you would have the posters displayed and why.
- iii) For each poster, explain how you came up with the key message and design, including which pieces of information informed your thinking.
 - Boys gamble more than girls
 - Most youth gambling is on lottery products (Scratchies) but also includes card games, track racing and sports event
 - Many young people hold unrealistic views about making money from gambling, particularly if they have had an early win
 - Only a very small proportion of young people with gambling problems seek professional help; Gamblers' Help Line is 1800 858 858 and Kidslines is 1800 551 800
 - The effects of problem gambling (the young person's gambling or a family member's gambling) on young people include depression, anxiety, isolation, low self-esteem, thoughts of and attempts at suicide, and poor academic achievement
 - Other signs that a young person may have a gambling problem include selling or pawning valuables, stealing money, sometimes having plenty of money, but more often having none, neglect in appearance and dress

Source: *What's the Real Deal?* See above for details.



Responsible gambling in the media

Read the media text extracts below and complete the exercises that follow

New problem gambling campaign on track to protect consumers

Media Release Wednesday, June 25, 2008 from the Minister for Gaming

The Brumby Government will use a Melbourne icon - the tram - as the centrepiece of its latest problem gambling advertising campaign to highlight the importance of gambling responsibly.

The \$950,000 campaign, which is based on new Player Information Standards for gaming machines being implemented in gaming venues across the state, aims to minimise harm associated with the effects of problem gambling.

The campaign uses the images and messages from the new standards and encourages Victorians to change high risk behaviour and to identify their own actions when it comes to gambling. The campaign will be featured on billboards and at outdoor locations such as bus and tram stops, on the internet and will also reach culturally and linguistically diverse communities.

However both the campaign and the new standards are aimed at all Victorians who choose to gamble – not just those at risk of problem gambling.

Gaming Minister Tony Robinson said the new standards reminded Victorians to stay in control when gambling and to ‘walk away and not chase their losses’.

“When people walk into gaming venues across Victoria, this is the image they will see – regular Australians reminding them to stay in control of their gambling habits,” he said.

“These standards, based on extensive market research and consultation between government, industry and the community sector, are intended to reach all people who choose to gamble – not just problem gamblers or people at risk of problems associated with gambling.

“Gambling is a legitimate recreational activity in Victoria, but it’s important that people remember to set themselves a limit of how much they are willing to play with, and not exceed that.”

The Gambling Regulation Regulations 2005 require that all gaming venues display printed player information standards to provide information about gaming machines to people who play them. Gaming venues have until 31 August 2008 to display the new standards.

Mr Robinson said Victoria had led the way in tackling problem gambling.

“In 2006 we introduced the five year, \$132 million Taking Action on Problem Gambling commitment; this year we have announced we will ban ATMs from gaming venues and introduce new mechanisms that allow players to pre-commit to the amount of time and money they spend on machines,” he said.

“However, we recognise a continual effort is needed to fight problem gambling and to help protect vulnerable Victorians.

“These new standards and new campaign will remind Victorians to stay in control when playing on the machines.”



Responsible gambling in the media

Victorians lose \$4.8 billion gambling

The Age October 30, 2008

Victorians lost a record \$4.8 billion in gambling last year.

- Record gambling losses
- Anti-gambling groups angry
- Pokies responsible for lion's share

Poker machines in pubs and clubs were the biggest money magnet, draining \$2.6 billion from players' pockets.

The remainder was blown at Crown Casino and on lotteries and wagering.

The biggest winner was the Victorian government, with gambling revenue injecting almost \$1.6 billion into state coffers in taxes and levies.

This is about \$36 million up on revenue the previous year when losses were about \$85 million less.

The windfall - detailed in a Victorian Commission for Gambling Regulation report, tabled in state parliament today - has raised the ire of the opposition and anti-gambling groups.

Opposition gaming spokesman Michael O'Brien said the government was relying on gaming revenue to run the state and warned that would only worsen with the slowing economy.

"Labor is now so dependent on gambling to fund basic services that its gaming tax collections are around the same as Victoria Police's annual budget," he said.

"Victorians don't want police numbers dependent on pokie numbers. Hospital beds shouldn't rely on horse racing. The state Labor government should be prepared to fund basic

services without this over-reliance on gambling taxes," Mr O'Brien said.

There are almost 27,000 poker machines at 520 licensed venues across the state - excluding Crown Casino.

The \$2.6 billion lost at the pokies equates to \$647 per Victorian adult.

Victorian Interchurch Gambling Taskforce chairman, Mark Zirnsak, said the cost of problem gambling was mounting and called on the government to act.

"There's still a long way to go before you can argue they've taken all reasonable measures to reduce the harm, and these losses are paid for in the sense of more people going through marriage break-ups ... losing their homes and all the hardships families have to go through as a result of gambling problems."

Dr Zirnsak called for an urgent increase in funding for research into problem gambling solutions. The current \$1.4 million yearly budget equated to less than \$1 for every \$1,000 reaped in gambling taxes, he said.

Dr Zirnsak also wants maximum pokies betting limits further reduced to \$1 per spin, plans for mandatory time and spend limits fast-tracked and training to enable staff to intervene when problem gamblers are playing.

Health Minister Daniel Andrews said the government had provided record funding of about \$130 million to help problem gamblers.

"For the vast majority of people gambling is a legitimate recreational activity but there are some in our community who do have a problem and our job is to properly support them," he said.

ust be honest on regarding fatal bird flu, d human lives s of chickens. e. Alexander had no infor- st China was when it said it of the virus, borders with e infected. were tardy in ded to SARS realised their Chinese gov- very decisive SARS." Down- . broader ques- countries in earn from the . and that is: as you find a as possible. rybody knows al with it, and

do what it cou bours address "There need effort to comb otherwise we'r down the pat with SARS," h The bird flu deeper into A seventh huma first in Thai while Indones to face an out The disease in Taiwan, Jap Vietnam, Tha Laos and In rapidly the W nisation called Indonesia s farms across t go suffered ou South Kor fresh case al and planned chickens in th culture Minis WHO said



Responsible gambling in the media

1. Why is problem gambling an issue? What aspects of managing problem gambling are at issue in these articles? Who is the audience?
2. Write down the arguments in each article. To do this, write down the claim the person is making and what reasons they give to support their claim.
3. Find an example of each of the following persuasive language devices in the articles and fill in the table to assist in the analysis of them:

Device	Example in the text	Meaning in the text	Purpose – why is it used?
Simile			
Metaphor			
Satire			
Attacking the person and not the argument			
Exaggeration			
Loaded Language			

4. Problem gambling is often an issue that comes up around election time. Which article do you find the most persuasive? Why? Which do you find the least persuasive? Is problem gambling an issue that would influence your vote?
5. How do you think each of the following would react to the points raised in these articles?
 - a problem gambling charity
 - an organization competing for government gambling revenue with problem gambling charities
 - a problem gambler who gambles on poker machines and wants help
 - someone with a job at a licensed gaming venue



Resource book evaluation sheet

Consumer Affairs Victoria thanks you for using the English resource book, and would appreciate you taking a few minutes to complete this evaluation sheet. Your feedback is very important to us. Any comments and suggestions for improvement will be appreciated.

1. Tick the resource book you are providing feedback on? (Please tick)
 Consuming Planet Earth English Mathematics
 Health & Wellbeing Commerce

2. Which sections of the resource book have you used with your students? (Please tick)
 SECTION A SECTION D
 SECTION B SECTION E
 SECTION C

3. Which of the sections have you found most useful and relevant to your course? (Please tick)
 SECTION A SECTION D
 SECTION B SECTION E
 SECTION C

4. Which Year level have you used the material with? (Please tick)
 Year 7 Year 10
 Year 8 Year 11
 Year 9

5. How would you rate the relevance of the curriculum material to the Victorian Essential Learning Standards or to the Victorian Certificate of Applied Learning (VCAL)? (Please tick)
 Very relevant Relevant Partly relevant Not relevant at all

Resource book evaluation sheet

6. How would you rate the 'user friendliness' of the resource book in terms of:

a) photocopiable worksheets

Excellent Very good Good Passable Poor

b) teacher notes

Excellent Very good Good Passable Poor

7. **Suggestions for improvement**

You may wish to suggest some new topics which could be added to the online version of the handbook. Please outline these below.

8. Any other suggestions (for example, additional teacher notes, activities, resources).

Contact details (optional):

Name

School

Phone

Fax

Email

Please send us this evaluation by fax or post.

Should you have any other suggestions in the future, please contact us:

Email consumerstuff@justice.vic.gov.au

Phone (03) 8684 6042 or (03) 8684 6043

Fax (03) 8684 6440

Mail Consumer Affairs Victoria

Education and Information Branch

GPO Box 123A

Melbourne, VIC 3001

Thank you for your time and valuable feedback!

consumer.vic.gov.au

1300 55 81 81



Services from Consumer Affairs Victoria are also available at Ballarat, Bendigo, Box Hill, Dandenong, Geelong, Mildura, Morwell, Reservoir, Shepparton, Wangaratta, Warrnambool and Wodonga.

Our mobile service regularly visits rural communities.

TIS

Translating and Interpreting Service **131 450**.

TTY

Textphone or modem users only, ring the National Relay Service (NRS) on **133 677** then quote **1300 55 81 81**.

Callers who use Speech to Speech Relay dial **1300 555 727**, then quote **1300 55 81 81**.