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Risks, gambling and reducing harm

February 2024

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Activity introduction

Quick summary

Students explore the risks of gambling by creating a risk matrix to compare gambling to risk-taking behaviours. Following this, students work together to explore the facets of gambling and activities that can be considered gambling.

Learning intentions

- To suggest what activities may be classified as gambling
- To understand the risk of gambling leading to potential harm
- To identify the potential harm that gambling has on dimensions of health
- To understand factors that influence a person's decision to gamble and make informed decisions about gambling
- To identify possible strategies that could be implemented to reduce gambling risks and harm

21st-century skills

Communicating
Creative thinking
Problem solving
Empathy
Personal and social skills
Teamwork

Syllabus outcomes

- **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- **PD4-9** demonstrates self-management skills to effectively manage complex situations
- **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

General capabilities

Personal and social capability
Critical and creative thinking
Ethical understanding
Information and communication technology capability
Literacy
Difference and diversity

Activity introduction

Cross-curriculum priority

None Applicable

Relevant parts of Year 7 achievement standards

- Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Students demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.

Topic

Risks, gambling and reducing harm

Unit of work

Stage 4 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Manage student movement around the classroom and facilitate class discussion.

Resources required

- Student worksheets – one copy per student
- Risk matrix statement cards (optional – See Appendix A)
- Four large sheets of paper (butcher's paper or easel paper)
- Four different coloured sticky-note pads
- Scenario cards (See Appendix B)

Keywords

Decision-making, gambling, harm, risk, health, mental, social.

Teacher worksheet

Learning intentions

Students will:

- suggest what activities may be classified as gambling.
- understand the risk of gambling leading to potential harm.
- identify the potential harm gambling has on dimensions of health.
- understand factors that influence a person's decision to gamble and make informed decisions about gambling.
- identify possible strategies to reduce gambling harm.

Success criteria

Students can:

- identify the factors surrounding an activity that would make a risk worth taking or avoided.
- assess factors that determine the likelihood and potential harm in different risk-related situations.
- identify what activities are classified as gambling.
- identify impacts that gambling may have on health.
- give reasons for gambling.
- explain how to make informed decisions about risk.

Teacher content information

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator Pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

Recent research suggests that, on average, young people started simulated gambling and monetary gambling between the ages of 11 and 12 years, with 40% of young people aged 12-17 playing games with gambling components (The Office of Responsible Gambling 2020).

Such data underpins the purpose of this unit of work, which aims to prevent and minimise gambling harm by providing students with the necessary tools and information to recognise the harm and engage in help-seeking behaviours.

Throughout the unit, students are encouraged to become informed individuals who understand that gambling harm may include various social, emotional, mental, cognitive and spiritual health impacts for individuals and the wider community.

In understanding the gambling spectrum, students explore why people gamble, unpack societal views about gambling and investigate links between gaming and gambling harm.

Students are empowered to actively minimise gambling harm by identifying resources and services available for the whole community and promoting early and responsive help-seeking behaviours.

Teacher worksheet

Before conducting each lesson, it is recommended that teachers read the Facilitator pack, which outlines the most recent data. The data, such as close to one-third (29.8%) of young people aged 12-17 have participated in monetary gambling (The Office of Responsible Gambling 2020), suggests that you may be teaching students that are partaking in gambling-related behaviours. With that in mind, you must create an environment that is safe and respectful and free of judgement from the various lived experiences.

Where you suspect a student may be experiencing difficulties or disclosing gambling harm in your class, it is recommended that you refer to the facilitator pack and follow your State and School guidelines, policies and professional standards.

Teaching sequence

20 minutes - Part A: Risk matrix

30 minutes - Part B: Graffiti Wall

10 minutes - Part C: Character scenario

Part A:

Risk matrix

Work through this resource material in the following sequence:

Step 1

Hand out the student worksheet and provide each student with risk matrix statements (Appendix A), asking them to read through each statement carefully. Alternatively, you may wish to project these onto the board and have students write them on their worksheets.

Step 2

Next, ask class members to refer to their student worksheets, pointing out the X (Likelihood) and Y (Potential Harm) axis on the "Risk Matrix" image shown below.

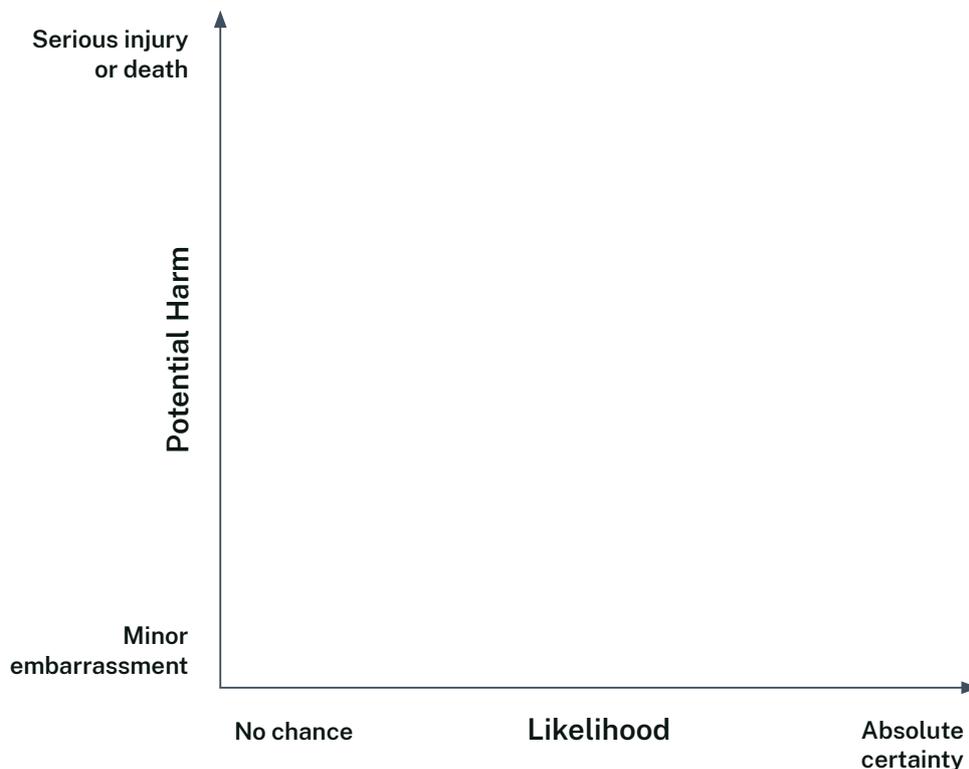
Explain to students that they need to place each statement on their matrix according to how risky they believe it to be.

Explain to the class that they will need to consider each statement carefully and, first, identify the potential harm it may cause, ranging from not at all harmful, causing only minor embarrassment, to extremely harmful, causing severe injury or death.

Students will then need to decide on the likelihood of that harm occurring (from no chance to absolute certainty) and then move each statement along the X-axis accordingly.

Invite students to move each statement between the extremes of both axes; based on their personal beliefs and understanding. Importantly, there is no set answer.

Risk matrix



Step 3

Invite students to complete question 1 from part A on the student worksheet:

Based on your completed risk matrix, which risks do you think are worth taking?

Step 4

Once all students have completed their risk matrix, lead the class to discuss which risks would be worth taking. After completing the class discussion, invite students to answer question 2 from part A on their worksheet.

Some questions to help facilitate the class discussion may include:

- At what point along the potential harm continuum would you consider a risk too unsafe to take?
- Would the level of likelihood influence your decision on whether to engage in a particular risk or not?
- What risks ranked the greatest? Are these the same for everyone? Why or why not?
- Are other factors influencing your decision to take a particular risk?
- What makes a risk worth taking?

Part B:

Graffiti Wall

Note: This part of the lesson is broken down into three 10-minute blocks as students work individually, in small groups, and finally, as a whole class.

Graffiti Wall

Individual 10 minutes

Step 1

At the beginning of the class or while students complete step 2 of part A above, you will need to stick four large pieces of butcher's paper (a.k.a the graffiti walls) around the room, one for each statement students will answer. Ideally, these pieces of paper should also have one of each statement written at the top.

Step 2

Refer students to where they placed the two gambling-related statements on their risk matrix (Placing money on a team to win a match and Betting a friend you can beat them at a race) and explain that you will be shifting the focus toward the potential harm related to gambling. As you do this, hand each person a set of four sticky notes.

Step 3

Next, explain that students will need to use their post-it notes to answer four statements relating to gambling. They may use words or imagery to answer each statement, i.e. they don't need to use words as an answer. The statements students need to answer on each sticky note can be found on the student worksheet, but you may also wish to write them on the board. The statements are:

1. Define gambling

2. What may gambling look like?

(Possible student answers may include: Money, exchanging things, smiling, sad face, unpaid bills)

3. What may gambling sound like?

(Possible student answers may include: Coins clinking, laughing, yelling, c'mon, cheering, screaming)

4. What may gambling feel like?

(Possible student answers may include: fun, excitement, anticipation, thrilling, hopefulness, worry, entrapment, or cheating).

Step 4

As students complete their answers, invite them to place their post-its on each of the four large pieces of butcher's paper around the room, ensuring that the corresponding answer is placed on the respective piece of butcher's paper. When all members have completed their answers, there should be an answer from each class member on the four 'graffiti walls'.

Graffiti Wall Group 10 minutes

Step 5

Once all class members have placed their post-its on the graffiti walls, encourage students to divide themselves into four even groups. Allocate 1 Graffiti wall to each group and ask them to work on the following in their small groups:

GROUP 1

Define gambling

This group should read all the definitions provided, using them to develop a single definition encompassing the main ideas on the sticky notes. Encourage students to annotate the graffiti wall further, drawing links between definitions and highlighting key points to develop their class definition.

GROUP 2

What may gambling look like?

See below.

GROUP 3

What may gambling sound like?

See below.

GROUP 4

What may gambling feel like?

See below.

For the above groups, categorise the sticky-note answers into positive and negative impacts. Once they have categorised the positive and negative impacts, invite students to determine the area of health affected (physical, social, emotional, mental, cognitive, and spiritual) by marking each sticky note with a relevant symbol (it could be as simple as letters). Have students summarise their findings by creating a one-to-two sentence statement to add to the graffiti wall poster.

Graffiti Wall Class 10 minutes

Step 6

While students are still gathered in their small groups, invite them to participate in a short class discussion summarising their findings. You may wish to start by asking group 1 to read aloud their summarised definition of gambling. Build the discussion further by encouraging students to share their thoughts and ideas. You may do this by posing questions such as:

- Do you agree or disagree with the class definition of gambling? Why?
- Do you think this definition applies to both adults and young people?
- Are there any activities you would consider gambling that don't fit this definition?
- How closely does the class definition align with other widely accepted definitions of gambling, such as *"the risking of something of value on a chance outcome in the hope of winning a more valuable prize than the original stake."*
- What activities would you consider gambling based on this definition?

Step 7

Continue to facilitate the class discussion based on the remaining groups' summaries. Additional questions you may wish to pose to the class include:

- Were there more positive or negative impacts identified?
- Which area of health seems to be affected the most by gambling?
- Could any of the looks, sounds, or feel like examples provided be reasons that encourage people to gamble?

Step 8

Wrap up the discussion by summarising the main points of the class discussions, highlighting that there are many reasons why people may become involved in gambling.

Part C:

Character scenario

Step 1

Invite the students to return to their seats for the final activity. Point out to students that you will be looking at scenarios and analysing them based on their current understanding of gambling, potential harms and risks. The scenarios are presented here for reference:

Trying out for a sports team	Getting a lift home from a stranger	Skipping School
Shoplifting	Skateboarding without a helmet	Jumping off a pier/jetty
Starting out a new relationship	Sneaking a sip of alcohol	Placing money on a team to win a match
Betting a friend you can beat them at a race	Giving a speech in front of your peers	Hopping on public transport without a ticket

Step 2

Present the class with the first scenario (see appendix B) and ask them to vote on whether the scenario is an example of gambling or not. Once students have presented their votes, encourage them to volunteer why they think it is an example of gambling or not.

Step 3

Next, invite students to discuss what potential risks may be involved in the scenario presented. As they volunteer, encourage them to identify which area of health the risk may impact (physical, social, emotional, mental, cognitive and spiritual).

Step 4

Pose the question, “*is this type of gambling a risk worth taking?*”. Again, encourage students to discuss their answers as a class. If students are finding it challenging to volunteer their answers, you may wish to follow a “think, pair, share” protocol here.

Step 5

Finally, invite students to answer the last question on the scenario card by suggesting strategies to reduce the harm. Suggestions could include:

- Removing the monetary element from the bet
- Setting limits to in-game purchasing

Part C: Character scenario

Step 6

Work through the remaining scenarios, following the same process outlined in steps 1 to 5. Alternatively, you may wish to organise students into small groups and have them work through one scenario per group.

Optional reflection

During reflection, allow students to answer various questions or create a class question that refers to the learning intention.

For example:

Where might someone experiencing gambling harm go for help?

Does the level of risk associated with gambling change with age?

How does someone reduce the risk associated with gambling?

Differentiated learning

Extension - Invite students to write a paragraph explaining the interrelationship between the dimensions of health for someone experiencing gambling harm. Encourage them to provide examples of each dimension within their answer.

Provisions for Learning Support – Encourage students to participate by providing their answers verbally or in another format that is more accessible for them. For example:

- Part A: Invite students to discuss with you or another student where they would place each risk and why.
- Part B: Allow students to draw pictures rather than write their answers.
- Part C: Encourage students to work in small groups, discussing and agreeing on each answer before they write it into the table.

Teacher reflection

Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

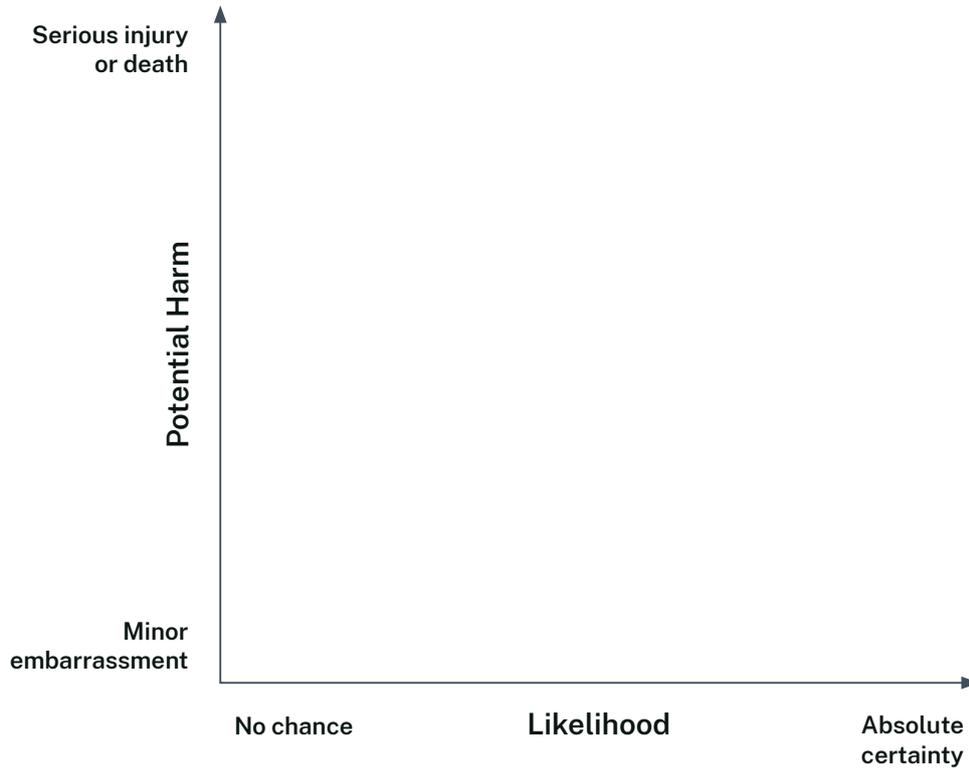
How are you going to get there?

Student worksheet

Thought starter

Young people experience higher gambling harm rates than the general NSW community (Hing et al., 2020). So, where's the harm?

A. Risk matrix



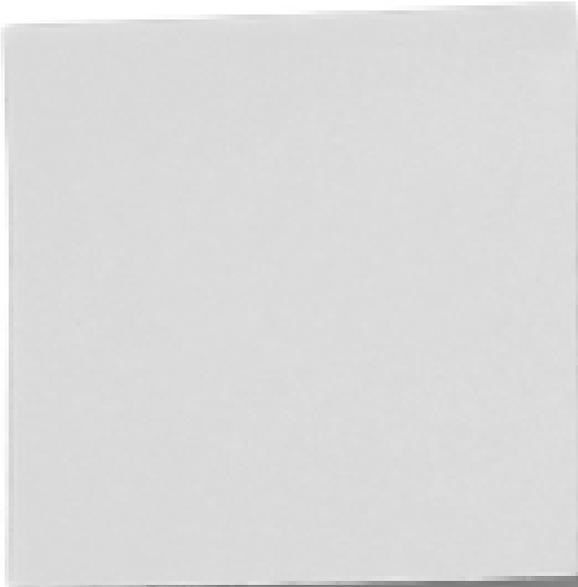
1. Based on your completed risk matrix, which risks do you think are worth taking?

2. After engaging in the class discussion, have you changed your mind about which risks are worth taking?

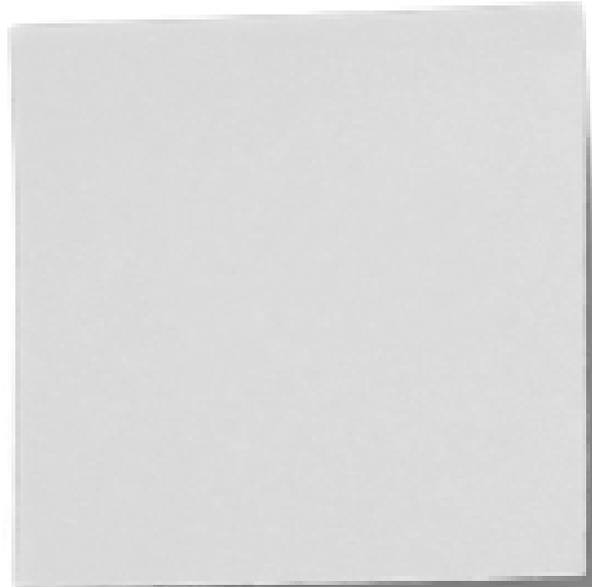
B. Graffiti Wall

Your teacher will provide you with four sticky notes. Answer the four following questions, ensuring you write only one answer on sticky note. You may wish to copy your answers onto this worksheet also.

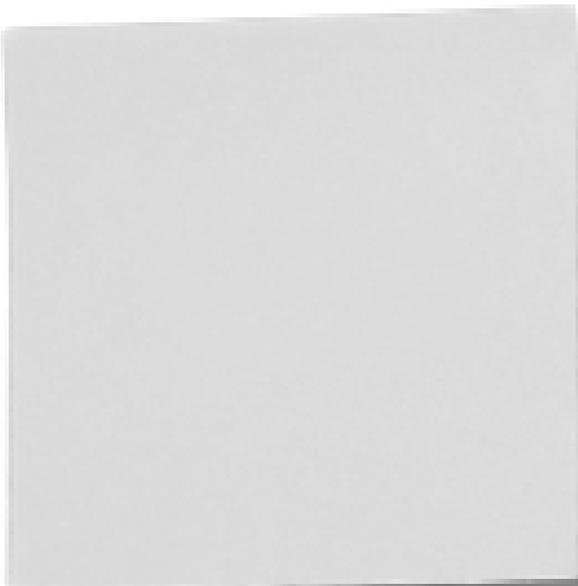
1. Define the term “Gambling”



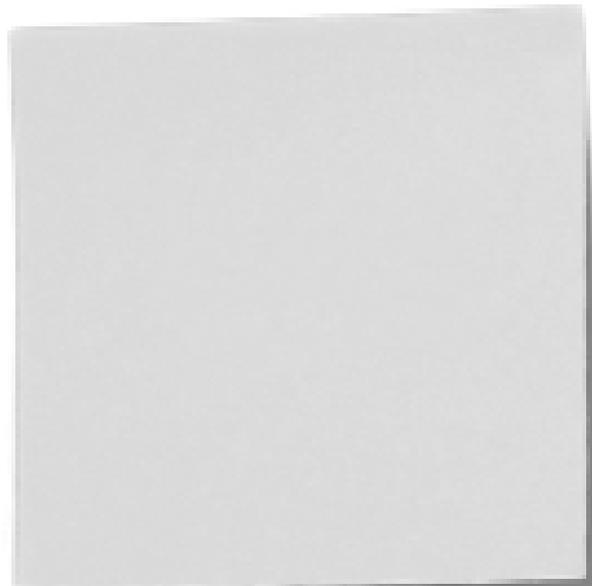
2. What does gambling look like?



3. What does gambling feel like?



4. What does gambling sound like?



C. Character scenarios

Read the first scenario as a class and fill in the analysis table below.

Scenario Number	Is this an example of gambling?	Is there any harm being caused?	What are the risks?	Is this a risk worth taking?	How could the harm be reduced?

Reflect

Re-read the learning intentions for this lesson.

Can you think of any questions arising from what you have learnt today?

Appendix A: Risk matrix cards

Trying out for a sports team	Getting a lift home from a stranger	Skipping School
Shoplifting	Skateboarding without a helmet	Jumping off a pier/jetty
Starting out a new relationship	Sneaking a sip of alcohol	Placing money on a team to win a match
Betting a friend you can beat them at a race	Giving a speech in front of your peers	Hopping on public transport without a ticket

Appendix B: Gambling scenarios

The following scenarios are intended for use in Part C of the lesson. You may wish to select the two that are most relevant to your class to work through or complete as many as time permits.

Scenario 1

Safwan and Mishka are watching their school soccer team play against another school. Safwan and Mishka decide to make a bet to see who will score the first goal in their team. Safwan bets \$5.00 that it will be a mate, Dani.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 2

You are at home playing your favourite online game, and suddenly a loot box appears. If you purchase the loot box, there might be a chance that you go straight to the next level, which means you would have beat your opponent. Without thinking, you purchase the loot box.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 3

Hussein is 15 years old and uses his parent's credit card details for gambling online whenever he feels bored. Now he is betting three-to-four times a week on his phone, spending over \$300 on online gambling in a month.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 4

Sally is 14 years old and constantly challenges friends at the local youth group meeting to a game of "winner takes all at the pool table."

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 5

Some students in Year 8 are playing cards for money in the canteen area. Ashika is in Year 7 and wants to join in but has no money. Ashika borrows money from one of the other players so that she can keep playing.

Ashika has realised she enjoys playing cards, but her parents refuse to give her extra pocket money, so she has been borrowing money from different friends throughout the week. Now Ashika owes her friends money but cannot pay them back.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 6

Meng is in year nine and has a part-time job at a newsagent. He boasts at school that he sometimes steals scratch cards when the owner is not looking. He has won some money occasionally and gets his big brother, who is 18, to cash them in. The brother has been buying more scratch cards with the winnings.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 7

Jannali is 15 years old and uses their mum's credit card every week to make in-app purchases. Jannali's mum had not noticed that money was missing from her account until she checked the monthly statement. Jannali has spent \$250.00 on gaming purchases such as loot boxes and skins. Jannali is beginning to neglect their schoolwork and friends.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.

Scenario 8

Paul is 13 years old and lives with their grandmother. Paul's grandmother likes to bet on horse races. She lets Paul pick a horse in each race and then places a bet on that horse. Paul is only allowed to put \$1.00 bets in each race.

Is this gambling, and is it harmful?

Suggest a strategy to reduce any harm.