

3

The convergence of gaming and gambling

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Activity introduction

Quick summary

Students examine the convergence of gaming and gambling. Through this, the correlation between the two activities and their effect on health and the potential harms will be discussed. To conclude, an awareness campaign will be initiated through designing posters.

Learning intentions

- To understand the impact of gambling on health
- To assess the aspects of gaming that may lead to gambling harm
- To suggest strategies for making gaming online safer
- To identify sources of support for those experiencing gambling harms
- To communicate a health-promoting message to reduce gambling harm

21st-century skills

Communicating
Creative thinking
Digital literacy
Teamwork
Problem finding
Problem solving

Syllabus outcomes

- **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- **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

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

Activity introduction

Cross-curriculum priority

None Applicable

Relevant parts of Year 7 achievement standards

- Students 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

The convergence of gaming and gambling

Unit of work

Stage 4 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Manage class discussion, facilitate viewing of news clip, actively supervise the use of devices.

Resources required

- Student worksheets – one copy per student
- One device per student
- One teacher device connected to a projector or smart board

Keywords

Decision-making, gambling, gaming, harm, health, loot, risk.

Teacher worksheet

Learning intentions

Students will:

- understand the impact of gambling on health.
- assess the aspects of gaming that may lead to gambling harm.
- suggest strategies for making gaming online safer.
- identify sources of support for those experiencing gambling harms.
- communicate a health-promoting message to reduce gambling harm.

Success criteria

Students can:

- identify how certain aspects of gaming are similar to gambling.
- state the dimensions of health impacted by gambling harms.
- identify ways in which health can be impacted by gaming and gambling.
- suggest strategies that people can use to reduce negative consequences of gaming and gambling.

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.

Teaching sequence

10 minutes - Part A: Venn diagram

15 minutes - Part B: ABC Loot boxes news clip

35 minutes - Part C: Poster task

Part A:

Venn diagram

Work through this resource material in the following sequence:

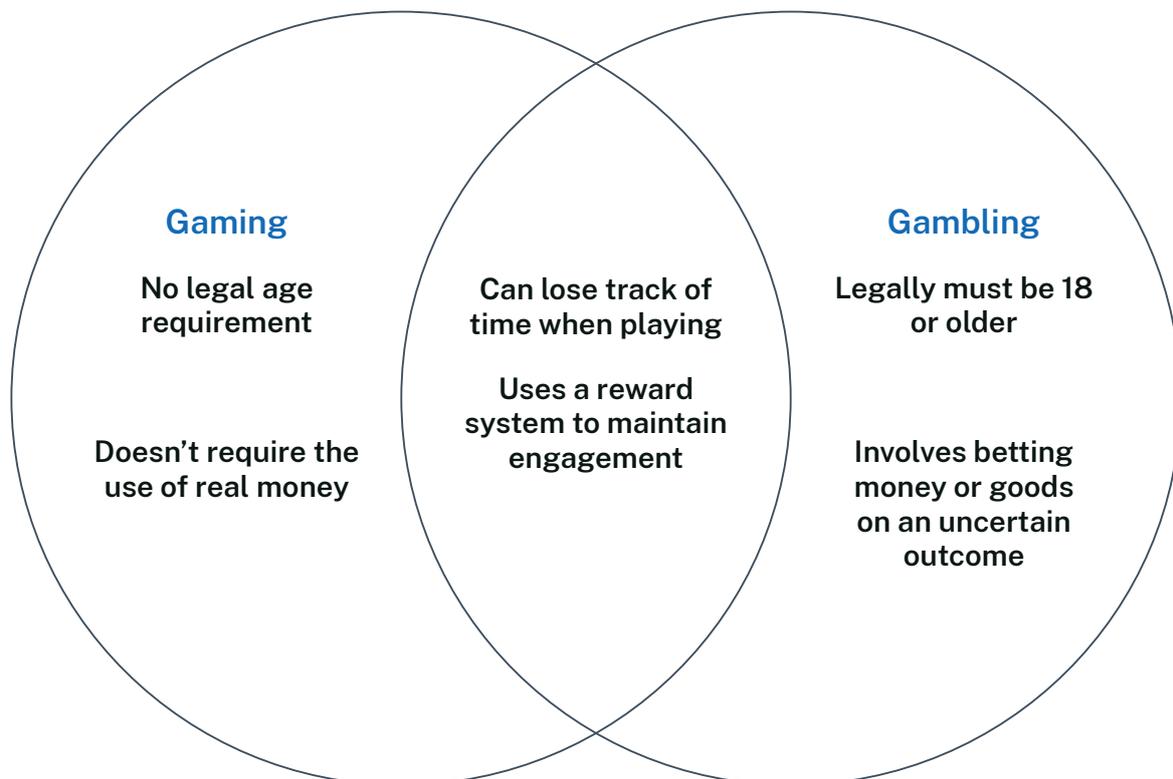
Step 1

Hand out the student worksheet and explain to the class that they will look at the convergence between gaming and gambling. At this point, you may want to clarify with the class what the word “convergence” means. You can do this by asking students to volunteer their understanding of the word or by having a Google race for the definition.

Step 2

Invite students to start by completing the Venn Diagram on their worksheet, comparing and contrasting the two activities of gaming and gambling. In the centre of the diagram, where the two rings overlap, students should write statements that refer to the similarities between gaming and gambling. In the “gaming” ring, students should write statements describing gaming exclusively. In the “gambling” ring, they should write statements specific to gambling.

Encourage the students to fill out as much as possible, explaining that they will revisit their Venn diagrams after doing some more research and can add more details then. Example below:



Teacher tip: If students have trouble filling in the diagram, you may wish to draw your own on the board and work on this as a class.

Part B:

Loot boxes explainer

Step 1

Invite students to watch the five-minute ABC explainer “What are video game loot boxes and do they encourage gambling?”

youtu.be/jh4UYz9apNk

Step 2

After students have viewed the news clip, encourage them to add additional findings to their Venn diagram.

Step 3

Invite students to analyse the clip they viewed using the 4 C’s thinking tool outlined on their worksheets. To complete the analysis, students can fill out the table on their worksheet individually or in small groups.

Part C:

Poster task

Step 1

Organise students into small groups of two or three. Invite them to complete the poster task research on their student worksheet. Explain to students that they should use the information they gather to formulate an idea for an eye-catching poster they can display around the school. The poster should act as a health promotion advertisement, warning other students about the convergence of gaming and gambling. Remind students to refer to the worksheet to ensure they include all the relevant information on their poster.

Step 2

As students are working on their research and posters, move around the room, discussing students' experiences of gaming with them and further unpacking what they wrote when completing the 4 C's analysis in part B.

Step 3

Once students have completed their posters, display them in various parts of the school or publish the best one as voted by the class in the school newsletter as an in-school health promotion campaign.

Reflection

Ask students to reflect on the lesson, the main ideas discussed and the information they have found. Based on their reflection, encourage students to identify what they think is the most important change to be made to gaming today.

Differentiated learning

Extension – Invite students to complete further research on the convergence of gambling and gaming via a literature review. Encourage them to find four articles on the topic from various countries and encourage them to complete a 4 C's thinking tool for each. Once they have reviewed their findings and analysed each one, encourage them to make a statement summarising the issues and how they should be addressed.

Provisions for Learning Support – Provide students with an opportunity to demonstrate their understanding in a suitable way. For example:

- Part A: Encourage students to talk through the Venn diagram or work with a partner if needed.
- Part B: After viewing the ABC news clip, invite students to write a sentence or some dot-points about the news clip or what they found interesting or new instead of completing the 4 C's.
- Part C: Provide students with access to the factsheets from gamble aware about gaming and gambling (<https://www.gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/video-games-and-gambling>) as well as a template to create their poster. Encourage them to condense the information from the facts sheets to create an informative poster.

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

People of all ages enjoy playing online games, and the thrills can be addictive. But are online gaming and gambling the same thing?

1. Venn diagram

Gaming and gambling. Do they have anything in common, or are they vastly different? Based on what you know from your own experiences and what you have learnt and researched so far, complete the Venn diagram to compare and contrast gaming and gambling.



2. Loot boxes

View the ABC news clip “What are video game loot boxes and do they encourage gambling?” <https://www.youtube.com/watch?v=jh4UYz9apNk>. After viewing, analyse the clip by completing the 4 C’s thinking tool, utilising the table below.

Connections	What connections do you draw between the news clip and your own life?	
Challenge	What ideas, positions, or assumptions presented in the clip do you want to challenge or argue with?	
Concepts	What key concepts or ideas do you think are important and worth holding on to from the clip?	
Changes	What changes in attitudes, thinking, or action are suggested by the clip, either for you or others?	

3. Poster task

Complete the research tables below and use the information you find to create a health promoting poster that raises awareness about gaming and gambling convergence.

Your poster should be neatly presented, eye catching and include:

- A title that identifies the issue.
- Examples of how gaming and gambling are converging.
- Possible impacts on health.
- Safety or harm reduction strategies.
- The name of a relevant organisation that offers support from youth gambling issues.
- Facts or data.
- Relevant images.

Begin by accessing the following site and noting down the facts or data that are most interesting to you, before moving on to the next table.

<https://www.gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/published-research/nsw-youth-gambling-study-2020>

Interesting facts or data

Student worksheet

Next, analyse 2 games that you play online or undertake some research if you are not a gamer to complete the following table. An example of one has already been completed for you.

Game	Reason for gaming	Gambling technique	Possible Issues	Effects on health	Safety strategies
Call of Duty	Fun Escapism Thrill Winning something Connecting with friends	Loot boxes Skins Betting	Spending too much time gaming and not completing homework. Spending less time in person with friends and family. Spending real or virtual money to open loot boxes, new costumes or weapons. Not being physically active while playing.	Increases stress and anxiety about school. Lack of social connections. Stress associated with unnecessary purchases. Negative impact on physical health.	Setting a 30-minute timer to ensure I am not losing track of time/ reality. Don't make in-app purchases. Let parents know what is being purchased/to keep an eye on the linked credit card.

Student worksheet

Finally, using the internet, find the details of a local or online organisation that youth can access for support if they are experiencing gambling or gaming related harms.

Name of organisation	
Website URL	
Summary of the support offered	
Outline how to access their services	

4. Reflect

Reflect on the lesson, the main ideas discussed and the information you have found. Based on what you now know, identify what you think is the single most important change that needs to be made to gaming today.