

4

The signs and risks of gambling

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Activity introduction

Quick summary

Students explore the indicators and effects of gambling excessively. Students will then use their acting and producing skills to create a mini-film, short clip or podcast to highlight the risks of gambling and how gambling can affect a young person's life.

Learning intentions

- To understand the signs of gambling harm
- To understand the impacts of gambling harm
- To understand the severity of gambling for young people and adults

21st-century skills

Communicating
Creative thinking
Digital literacy
Teamwork

Syllabus outcomes

- **PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- **PD5-2** researches and appraises the effectiveness of health information and support services available in the community

General capabilities

Personal and social capability
Critical and creative thinking
Information and communication technology (ICT)
Capability and ethical understanding.

Topic

Gambling

Unit of work

Stage 5 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Support students through discussions and with individual work.

Resources required

- Google Classroom or a similar online learning platform to upload the video
- Pens and markers
- Paper for students to script
- Phone or recording device to record their acts

Keywords

Gambling, signs, health.

Teacher worksheet

Learning intentions

Students will:

- understand the signs of gambling harm.
- understand the impacts of gambling harm.
- understand the severity of gambling for young people and adults.

Teaching sequence

20 minutes - Part A: Independent research on a gambling topic

40(+) minutes - Part B: Create a short film

Success criteria

Students can:

- identify the signs of someone gambling excessively.
- identify the impact that gambling can have.
- direct and create gambling scenarios to demonstrate their understanding of how gambling harm occurs.

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.

Part A:

Independent research on a gambling topic

Work through this resource material in the following sequence:

Step 1

Explain to students that they will be creating a short film about the risks of gambling and how gambling harm can affect a young person's life. Encourage students to be creative and remind them that they are problem solvers and that their short film must feature a solution or warning message for gambling harm.

Step 2

Students will need to get organised into groups of 3-4.

Step 3

Before students can commence writing, they will pick a type of gambling (see Appendix A) such as casino, online horse racing, sports betting, online gaming, pokies, card games or instant scratchies.

Ask students to sit down with their type of gambling and give them 15 minutes to research and create a plan that addresses the following points:

- Provide some background content information about the behaviour associated with the type of gambling.
- Early warning signs that indicate that person might be suffering from gambling harm.
- What might occur if the person experiences gambling harm (personally, socially, mentally and economically)?

- An example of how to monitor this type of gambling to ensure people are gambling safely and are educated about the risks.

Extension: Some groups might finalise their planning early. If this occurs, ask them to provide additional information about:

- Help-seeking strategies (relevant to people experiencing gambling harm).
- Support services (Specific services aimed at supporting people experiencing gambling harm).
- Government support (additional ways the government might be able to offer support).

Part B:

Create a short film

Step 1

Once group members are ready to film, give them 20 minutes to find a space in the classroom or close by. Set a timer for each group and let students know that they will have to commence editing or upload (10 minutes) the content they have produced once their time is up. If editing becomes a one-person job, the other students can complete the extension task above.

Reflection

Ask students to upload their content onto an online platform such as Google classroom or a similar online portal. Students can either show or describe their film to the rest of the group.

Differentiated learning

To simplify this task, you can give students a story related to gambling harm (behaviours and attitudes of someone experiencing gambling harm) and ask them to act out relevant parts

of the story and discuss why gambling harm is a health concern. When placing students into groups, you could pair lower ability students with higher ability students.

Extension – The extension task provided below can allow learners to extend on language and content and encourages them to consider how the issue is affected by the current pandemic COVID-19.

Step 1. Write the following steps on the board:

- How do you think COVID-19 has directly impacted the rates of gambling harm?
- Can you give examples to support your response?

Students should write four dot points for each prompt and elaborate on one dot point with a more detailed explanation. Students can submit an extended response question using PEEL Paragraphs (see Appendix B).

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?

Appendix A: Gambling scenario cards

CASINO

ONLINE HORSE RACING

SPORTS BETTING

ONLINE GAMING

LOTTERY TICKETS – POWERBALL

POKER MACHINES

CARD GAMES – POKER

INSTANT SCRATCHIES

Appendix B: PEEL Response

Introduction	

<p>P</p> <p>State your point – this may be in the form of identifying a factor, stating a fact, making a statement, proposing a strategy.</p>	
<p>E</p> <p>Elaborate. Show what you know about the point made and apply that knowledge to the term and other factors in the question.</p>	
<p>E</p> <p>Provide 1-2 examples to show you understand the elaborations you have made.</p>	
<p>L</p> <p>Make links to show the relationship between content. You can demonstrate your understanding of health and physical activity concepts, where appropriate.</p>	