



The Queensland Responsible Gambling Strategy

# Responsible gambling education As time goes by

Reducing the risk factors for problem gambling through early intervention

- This unit provides students with information to look at gambling through the ages and the history of gambling in Queensland. Within this context they are provided with activities that ask them to research policies associated with gambling and develop an understanding of research into gambling consumers in Queensland. The research findings will allow students to develop resources designed to communicate a message about responsible gambling.

## Curriculum Links

<i>Middle Phases of Learning</i>	<i>Senior Phases of Learning</i>	
Media Drama Visual Arts Resiliency programs	Health Education Study of Society Social & Community Studies Drama Visual Arts	Film & TV English Hospitality Studies Resiliency programs





# Phase 1 – Orientating

## Students:

- Refer to Resource Sheet 3 – ‘Some History’.
  - What were some of the earliest forms of gambling?
  - When were the first lottery and horse race held in England?
  - How could dice have been used to predict the future?
  - Where was the first slot/gambling machine invented?
- Refer to the historical timeline ‘Gambling in Queensland’ (OHT 3) and/or Gambling – changes and continuities (Resource Sheet 4).
  - In small groups, find the answers to these questions by looking at the timeline:
    - When was the first lottery held?
    - What was the name of the lottery company? What was the money raised for?
    - When was the first horse race held in Australia/Queensland/Brisbane/your local area?
    - When and where did the first casino open?
    - When were gaming machines introduced to Queensland? How many gaming machines are there now in Queensland/your local area? Refer to [www.qogr.qld.gov.au](http://www.qogr.qld.gov.au) for information on Electronic Gaming Machine (Pokies) numbers.

## Teacher:

- Divide students into small groups to research gambling in Queensland.

## Students:

- Go to the School Stuff website (via [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au)) to research the following topics:
  - Laws
  - Licensing
  - Taxes & Revenue
  - Community Grants
  - Responsible Gambling
  - Groups involved in Gambling in Queensland
- Write the key points you found on butcher’s paper so this information is available to all your class.
- In your groups report back to your class on the things you discovered in your research.

Electronic Gaming Machines are also called EGMs or Gaming Machines. Sometimes they are also referred to as Poker Machines or Pokies. In the USA, they are called slot machines. In Canada, they are referred to as Video Lottery Terminals or VLTs.



## Phase 2 – Enhancing

### Teacher:

- Investigate the issue of Responsible Gambling by developing an understanding of the big picture (legalisation and policy) and the safeguards that have been or are being developed by the Queensland Office of Gaming Regulation (QOGR).
- Refer to the School Stuff website (via [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au)).
  - What legislation has been developed to regulate gambling in Queensland?
  - What is the *Policy Direction for Gambling in Queensland*?
  - What is the *Queensland Responsible Gambling Strategy*?
  - What is the *Queensland Responsible Gambling Industry Code of Practice*?
  - Have students research other topics on School Stuff that will help them understand gambling in Queensland

### Students:

- In a small group or as an individual, research the issues outlined below by accessing documents in a print or digital form on some websites.
- Present these findings to the class as an information-giving exercise – if required, develop materials or resources such as a brochure, postcard or sticker:
  - Who do these legalisations and policies apply to?
  - Why have they been developed?
  - What activities or safeguards have been developed? Why?
  - How do these safeguards help our communities?
  - Are there any additional safeguards you believe should be developed for youth? If so what are they and why?

### Teacher:

- Investigate with students the *Queensland Household Gambling Survey 2001* (full copy available on [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au); fact sheets are included in this Kit – Resource sheets 5 to 9).
- Have the class research:
  - How many people in Queensland are estimated to be:
    - Non-gamblers
    - Non-problem gamblers
    - Low risk gamblers
    - Moderate risk gamblers
    - Problem gamblers
- What age groups do the majority of the people in each group fall into?
- What sex are the majority of people in each group?
- What type of gambling activities do they most often participate in?
- How do the responsible gambling policies and activities investigated previously apply to these groups?
- What support is available in Queensland to help people experiencing problems due to gambling? What's available in your local area? What support is available for youth?
- What else is needed? How could it be provided?
- How can local communities get involved in implementing responsible gambling at a local level?





## Phase 3 – Synthesising

### Teacher:

- In a class forum situation, discuss the information gathered as part of the research that has been undertaken.
- Explore the timeline and highlight within a Consequence Wheel (Resource Sheet 10) the positive and negative effects of gambling (social, personal, cultural and economic).
- Consider how you could communicate to youth about responsible gambling – What is it? How can you gamble responsibly? What are the dangers associated with gambling? What support is available for people experiencing problems?

### Suggested practical activities:

- Design an educational tool that is fun, will appeal to youth and informs them about responsible gambling – such as an information kiosk, poster/brochure, multimedia presentation.
- Design and rehearse a Dramatic/Movement work that presents some scenarios or hypothetical situations allowing participants to adopt specific character traits such as the responsible gambler or problem gambler.
- Draw a comic strip that allows participants to create or script multiple pathways or solutions – choices related to responsible or irresponsible gambling.
- Create an art work that shows how gambling has changed over time and the impact of technology on the gambling experience.
- Write a news story for a youth magazine informing young people about gambling through the ages/responsible gambling.
- Write an imaginative short story exploring gambling choices.

## Sample assessment advice for teachers

### Students demonstrate a knowledge regarding:

- The ability to participate within class activities such as discussions, hypothetical scenarios or debates.
- The ability to access formal documents and develop an understanding of how these documents can be used in class research activities.
- The ability to access, translate and or connect formal data to a local context.
- The ability to negotiate and work as a productive group member.
- Using research tools to gather data e.g. use of the web, print and broadcast materials.
- The ability to present evidence, data or a personal opinion regarding a matter that has been supported by research.
- The use of appropriate media forms and technologies to target a youth audience.