

The Queensland Responsible Gambling Strategy

Responsible gambling education

Bully bookies

Reducing the risk factors for problem gambling through early intervention

- This unit allows students to investigate gambling within the context of health, linked with the issue of bullying and peer pressure. Students are provided with opportunities to analyse conflict situations and develop resolution strategies. Students engage in primary research to inform the development of a project which educates young people about the risks associated with gambling and strategies to cope with peer pressure.

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 Resiliency programs



Phase 1 – Orientating

Teachers:

- As a class group, listen to the Triple J radio program looking at youth gambling. Refer to the ABC CD 1 and choose from tracks 1, 3, 4 or 5. You could include track 2 with any of your selections.
- ABC CD2 – Life Matters track 2 provides other useful material.
- As a class, discuss the stories you heard.
 - What did you think? Did anything surprise or shock you about these stories. Why/why not?
- As a class, discuss – ‘What do we mean when we talk about health?’
- Teachers, try to draw out the idea that health encompasses physical, emotional, mental, social and spiritual aspects.

Students:

- Students read ‘Definitions of Health’ (Resource Sheet 11). Divide the class into groups. Have each group look at one or two definitions of health and write what this means in their own words for their peers.
- Read the articles (OHTs 4 and 5) and document interesting issues for discussion.
- Discuss and share thoughts regarding this article.
 - Did this information surprise or shock you? If no/yes why?
 - Do you know of someone who has been involved in a similar incident? Have you? If so, what happened and who did you go to for support?
- Using the ‘Dimensions of Health’ (Resource Sheet 12), conduct a group or an individual brainstorm regarding youth and gambling and/or bullying and gambling in the schoolyard.
- As a whole class group, develop a health wheel that incorporates all of your ideas.

Phase 2 – Enhancing

Teacher:

- In small groups or as a class, read the short scene ‘Choices’ (Resource Sheet 13).
 - In pairs, have the students consider a current or fairly recent conflict, involving themselves, in two or more of the following settings:
 - At home, with adults
 - At home, with siblings or friends
 - At school, with peers
 - At school, with teachers or other adults
 - In their local neighbourhood
 - Each student briefly describes these conflicts to a partner.
 - Introduce the class to ADEPT, a framework for conflict resolution (Resource Sheet 14). ADEPT comprises five key stages of conflict resolution, not all of which are necessary in every situation:
 - Always start with each person explaining what happened to cause the conflict.
 - Define the problem.
 - Explore possible solutions to the problem.
 - Propose a plan to implement one of these solutions.
 - Test the plan by implementing it.
 - Have two students read the scene to the class for a second time.
 - Have the class note the stages of ADEPT demonstrated in the scenario. (This task will be easier if each student has a copy of the script.)
 - As a class, explore the conflict resolution strategies used in the scenario.
- Focus questions could include:
- What sort of questions were asked: closed or open-ended?
 - What was the effect of closed questions?
 - What was the effect of open-ended questions?
 - Did Chris or the parent attempt to defuse or reduce anger at any time? If so, how?
 - Can you give some examples of how Chris or the parent empathised with the other person or showed that they understood the other’s situation?
- Would you say that a ‘win-win’ situation was achieved? If so, what did each person ‘win’?
 - Have students complete the crossword ‘It takes some skill’ (Resource Sheet 15), keeping in mind the performance they observed earlier. Before students start work explain that the answers relate to interpersonal skills that are needed for working through conflict.
 - After students complete the crossword, have the class reflect on how the skills were practised in the scripted scenario.
 - Have students determine their own conflict resolution style. Using ‘What’s your style’ (Resource Sheet 16), have students evaluate their own style. They rank each of the statements on the Resource Sheet from 1 to 5, depending on whether the statement represents an approach they would take. Have students complete the scoring to determine the style they favour.
 - Instead of using the sheet, you could nominate five points in the room and ask students to move to the point that best describes their style. Teachers may want to work out phrases to describe each point e.g. 1 = I would never say something like this etc.
 - Using OHT 6, get students to copy the conflict management diagram and plot where they think they are on the diagram.
 - OHT 7 provides descriptions of each type of approach. As a class or in groups, describe the advantages/disadvantages of each style.
 - Have students return to the personal conflict they had considered earlier. In a personal reflection, have them write about:
 - What conflict resolution skills did they use.
 - What stage of conflict resolution they are in at present.
 - What have they done well in working to resolve this conflict and what could they do better? Have them consider their own style of conflict resolution. What are the advantages/disadvantages of each style?
 - A plan of action for resolving the conflict. Map out other conflict resolution strategies that may be successful.



Phase 3 – Synthesising

The following activities seek to have students explore strategies they can employ to say 'no' when pressured by peers.

- As a class, have students discuss times when they may have gone along with their peers.
- Have students:
 - Describe the situation.
 - Explain why they were uncomfortable in being involved in the situation.
 - Explain why they went along even if they felt uncomfortable.
- Now discuss times when students may have resisted peer pressure.
- Have students:
 - Describe any situations where they may have resisted peer pressure.
 - Describe what they did/said.
 - Describe how it made them feel to be assertive.
 - Describe if being assertive changed the way their peers viewed/treated/interacted with them.
- In small groups, have students develop a short scene or story using the examples of peers pressuring them into having a flutter/taking a gamble. Preliminary ideas could present the original article's scenario (or similar) with a solution to the problem. The 'Conflict resolution plan' (Resource Sheet 17) provides a useful framework for this activity.
- Have students:
 - Develop characters.
 - Describe the setting and situation.
 - Work through to a resolution. Groups may want to compare what the consequences could be for going along with peer pressure to gamble as opposed to the consequences of resisting peer pressure.
- As a class, discuss the different strategies that the groups developed to resist peer pressure.
- Using OHT 8, discuss the strategies presented.

In small groups, develop a questionnaire to gather information on youth and gambling. Discuss what sort of demographic information you may want to collect e.g. age and gender.

Teachers may want to spend some time discussing survey techniques and ways of analysing data if these skills are important for their students to learn as part of their course.

Teacher:

Discuss the difference between participation in gambling and exposure to gambling.

Participation means actually engaging in gambling by placing a bet.

Exposure to gambling means people are involved in gambling through family activities e.g. picking the keno or lotto numbers for a parent or family member, choosing a horse in the Melbourne Cup or scratching the panel of a Scratch-It purchased by an adult.

Discuss - What is the law in Queensland in relation to young people and gambling?

Ask students for their understanding.

Note: It is illegal for people under 18 to engage in any gambling activity. The only exception is the purchase of raffle tickets under the *Charitable and Non-Profit Gaming Act 1992*.

Resource Sheet 2b could be adapted for this exercise or used as a model to show students an example of a questionnaire.

- ** Develop or use these focus questions while gathering information regarding youth and gambling:
 - What types of activities do you regard as gambling?
 - Is gambling happening in your schoolyard?
 - Do you gamble? If so, what on? If so, how often do you gamble?
 - Are there lots of opportunity, in your local area, to gamble for someone who is underage?

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Phase 3 – Synthesising – continued

- Have you been exposed to gambling as part of a family activity? If yes, in what ways?
- What are the positives and negatives of gambling?
- What are some of the benefits of gambling? Who benefits?
- What are some of the costs of gambling? Who may be harmed?
- If you are gambling – are you gambling with more than you have?
- Do you know the signs of having a gambling problem?
- What does responsible gambling mean?
- Do you know the people/agencies you can contact if you or someone you know has a gambling problem?

★★ Teacher and students can redesign focus questions to incorporate a focus on the issue of bullying.

- Each member of the class should get five students from different classes to complete the survey. Make sure a person completes only one survey.
- As a class, collate the information you have collected into a spreadsheet or table. Analyse what you have discovered about young people and gambling in your school.
- As a class group, evaluate and identify the preliminary ideas (specific issues) that have the potential to be developed as student (community) projects informing youth about responsible gambling or developing protective behaviours against bullying. Incorporate the data and the significant findings that your class collected in the survey.
- In small groups, choose and construct a youth media text that will be presented in a (school) community environment.
 - Poster/s for school or community noticeboards
 - Develop a comic strip (dialogue and sound effects) for youth website or school newsletter
 - Letter to the editor
- Songs, poetry and stories
- News/current affair segment
- Biography/documentary
- Magazine/radio/television advertisement
- Drama piece – either group or individual
- Documentary or collage drama
- Develop promotional characters, mascots or action figures.
- Consider a target group for your media text. You may want to develop something targeted at different age levels, different cultural or ethnic backgrounds, youth in rural/remote or urban communities or young males.
- Use a range of media forms (print, broadcast, digital or emerging) or texts (letter, article, speech, advertisement, script or diary entry) to present your information, including a variety of:
 - pathways or endings
 - points of view
 - characters, stories or recounts
 - imagery, graphics, text, music, sound effects and dialogue.

Students:

- As an individual, consider how your new learning and investigations have made a difference to you personally and others who may have been involved throughout the process of information gathering or the design of youth projects.
- As a class group, reflect on what your youth target audience will learn about the causes and effects of gambling and or bullying.





Sample assessment advice for teachers

Students demonstrate a knowledge regarding:

- The types of activities that can be classified as gambling.
- What is meant by the term responsible gambling.
- The ability to consider options to assist the process of problem solving.
- The use of appropriate media forms and technologies to target a youth audience.
- The ability to work democratically and in a group.
- The importance of evaluating their own work.
- The ability to consider and value collegial feedback.

