



The Queensland Responsible Gambling Strategy

# Responsible gambling education Gaming machines are big business

Reducing the risk factors for problem gambling through early intervention

- This idea sheet explores some of the common myths and misconceptions surrounding electronic gaming machines and gives students opportunities to understand how popular culture and music are used as marketing devices to attract gamblers. Students are given opportunities to undertake research into gambling within their local context and in the broader legislative and policy context. They will apply these research skills to investigate gambling and its effects, both positive and negative, on communities and individuals/families.

## Curriculum Links

<i>Senior Phases of Learning</i>	
<i>Health Education</i> <i>Study of Society</i> <i>Social &amp; Community Studies</i>	<i>English</i> <i>Hospitality Studies</i> <i>Resiliency programs – Levels 5-6 &amp; Senior school</i>



# Phase 1 – Orientating

## Teacher:

- Get students to listen to Track 4 on the Triple J radio interviews. At the end of the track, discuss what they heard/took away from the interviews. What are some things that surprised them? Were there similar stories that they had heard before, perhaps in other contexts?
- Ask students how they think an electronic gaming machine (EGM)/‘pokie’ works.
- Using OHT 15 and Resource Sheet 21 show them what a gaming machine is made up of. The notes will provide an explanation of the parts.
- OHT 16 aims to dispense with some of the common misconceptions that people have about poker machines.
- Discuss and share thoughts regarding this information. Did this information surprise or shock you? If no/yes why?
- As a class group, watch the video segment from *Mondo Thingy* that looks at how poker machines use music.
- Discuss and share thoughts regarding this information. Did this information surprise or shock you? If no/yes why?
- Ask students if they can think of other situations where advertisers/retailers use music/noise to get your attention or to get you interested in a product. As a group, discuss and talk about why it did or didn’t work.

## Students:

- Read the articles (OHTs 17 and 18) and discuss the following issues:
  - By the use of popular culture (television shows) and action hero characters, what audience do these gaming machines appeal to?
  - Were you aware of how many machines there are in Australia?
  - Were you aware that poker machines had a limited life span?
  - Why do they need to be replaced every 4–5 years?
  - How is Stargames planning to increase its market share?
  - Why do you think people say poker machines will destroy hotels?
- Discuss and share thoughts regarding this information. Did this information surprise or shock you? If no/yes why?
- Teacher – available to students are many resources developed by Queensland Treasury on [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au) Look in the publications and research sections.
- Suggested practical activities:
  - Using the *Queensland Household Gambling Survey 2001* (refer Resource Sheets 5 to 9), identify the characteristics of:
    - non-problem gamblers, low and moderate risk gamblers and problem gamblers
    - age, gender, types of activities played and the frequency of play.
- Reflect on how these characteristics have a direct influence on gaming machine designers.
- “There are two crucial components to beating competitors – a good delivery system (PC3) and great content” – John Rouse. Therefore, what are your predictions on the types of images, sounds and interactive features that will be developed for the next generation of gaming machines?



## Phase 2 – Enhancing

### Teacher:

- Divide students into small groups to research gambling in Queensland.
- Inform them that this research is important for the role they will be asked to perform as an investigator in the Division for Inquiries into Communities and Entertainment (DICE).

### Students:

- Go to the School Staff 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.

## Phase 3 – Synthesising

### Teachers:

Ask students to imagine that a casino is to be established in their local area and students are to investigate why people might want it and the effects it may have on the community – both positive and negative.

Students take on roles as investigators in the DICE (Division for Inquiries into Communities and Entertainment) squad. Within their team, they are to assign roles and tasks.

### Students:

In groups, students should undertake an investigation into the costs and benefits of gambling to determine whether or not the casino should be allowed to be introduced.

In their groups, students are to prepare:

- an investigation strategy, which could simply be an action research process based on the cycle of questioning, planning, acting, observing and reflecting
- a chart detailing what they already know about gambling
- a hypothesis with supporting reasons about whether, at this stage, the casino should be allowed to open in their local area.

In their role as DICE squad investigators they are to investigate the following issues:

- Why do people gamble?
- What are the different ways of gambling?
- What does it mean to play in excess, to risk losing often, to lose control and to develop problem gambling behaviours?
- What has influenced the development of gambling in Queensland and Australia? (OHT 3 and Resource Sheet 4 can be used to help answer these questions)
- What technology is necessary for different types of gambling?
- What impact have innovations in media and technology had on gambling?
- Does gambling have an impact on all people?
- In what ways does gambling affect people's lives?

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## Phase 3 – Synthesizing – continued

- How does gambling affect other parts of society?
- How does the Government regulate/control gambling?
- What government policies or advisory bodies exist to guide decisions about gambling in Queensland? (check out School Stuff at [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au))
- What support is available to those who have a problem with gambling?
- How do support groups help people who have problems with gambling?

The DICE squad should collect the views of other people about gambling and use that information when making their case for or against the venue. The group should select questions from the above list to ask other people and determine a way to record these views to help them make their decision.

### Teachers:

You may wish to invite in guest speakers from local community services who may assist people with gambling-related problems. You might want to invite your local councillor to express their views or a local representative from the gambling industry.

At the end of the investigation each DICE squad is to present their report to the class. Students should prepare a persuasive piece – such as a letter to the editor of the local paper, write a speech or participate in a debate to present their views. Their report should make a clear recommendation about whether the casino should or should not be allowed to open and whether they place any conditions on the operators.

The squads should review their starting hypothesis to consider whether they have changed their position.

## 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 a wide range of 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 importance of evaluating their own work.
- The designing of evaluation tools in order to gather feedback and reflective information supplied by a targeted audience.

