

The Queensland Responsible Gambling Strategy

Responsible gambling education

The games we play

Reducing the risk factors for problem gambling through early intervention

- 'The games we play' asks students to consider what is meant by the term gambling and the impact that media and technology have played in changing games. As part of a research activity students are asked to investigate how games have changed across generations and to discover recreational opportunities available for youth in their local area. As a synthesising activity students develop a business case to create a youth recreational project that has value to the local community. The intention is to have students investigate alternative forms of recreation instead of engaging in gambling.

Curriculum Links

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



Phase 1 – Orientating

Students:

- Refer to the Resource Sheet 1 – ‘Well, is it gambling or not?’ and complete the activity.
- As a class group, discuss your answers. What made you think some activities were gambling and others weren’t? What things did gambling/non-gambling have in common?
- What do we mean by the terms ‘games of chance’ and ‘games of skill’? Can you give examples? Refer to OHT 1.
- From this activity try to write a definition of the term gambling.
- Find a definition of gambling in the dictionary. Does the definition help you decide what activities in the list were gambling activities? Refer to OHT 2.
- What are some other gambling activities?

Teacher:

(Refer to module *Gambling: That’s entertainment?* pp8–9 for further information on activities that could be included in this unit design)

- Spend some time discussing what is meant by the terms ‘media’ and ‘technology’.
- Make a continuum by placing a card which reads ‘strongly agree’ and one which reads ‘strongly disagree’ at opposite ends of a long space. Students stand in the middle while the following statements are read out and then move to the position on

the continuum that best reflects their belief about the statement.

- Statements:
 - Only kids play games.
 - You need money to play games.
 - The media has changed how we think about games.
 - The media has changed the ways games are played.
 - Technology has changed what we think of as games.
 - Technology has changed the ways games are played.
 - Taking a risk is an important part of any game.
 - You don’t learn anything from playing games.
 - You can’t have a game without competition.
 - Betting on a game doesn’t cause anyone any harm.
 - Having fun is the most important thing when playing games.
 - If you’re not any good at a game, you shouldn’t play.
- Have students reflect on their beliefs and viewpoints in a written reflection or as part of a class discussion. Ask them if their views changed during the activity and what influenced any changes.

Phase 2 – Enhancing

Teacher:

- Get students to discuss the types of games they like to play or recreation activities they enjoy.
- Then get students to develop a simple questionnaire (an example is provided in Resource Sheet 2a) that gathers information about the type of games older people played, with whom and where, when they were the age of your students. Each student should talk to at least four other people of varying ages.
- Resource Sheet 2b presents a more sophisticated questionnaire design that may be more suitable for senior students.

Teacher:

(if you use Resource Sheet 2b)

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.



Ask the class:

- Have you been exposed to gambling as part of a family activity?
- In what ways? List examples.

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*.

Teacher:

The following research activities should be undertaken regardless of the Resource Sheet utilised.

- Get students to research the different media types and technologies that existed over time.
- Students connect information about games, entertainment, media and technology used in different time periods and put this information onto a timeline.
- Explore how media and technology has changed games and entertainment.

Students:

- Report on:
 - How games and entertainment for young people your age have changed over time.
 - How have they stayed the same.
 - Do you think developments in media and technology have changed the way young people your age spend their leisure time?
 - What evidence do you have to support this thinking?
- Present your findings as a:
 - a comic strip
 - an interactive picture book
 - a current affair news segment
 - a short story, news article or drama segment
 - a Power Point presentation
 - Class debate – ‘That media and technology have taken the fun out of games’.

Phase 3 – Synthesising

Students:

- In a class forum situation, discuss these focus questions:
 - What types of entertainment/recreation activities are available to youth in your local area?
 - What issues affect youth in your local area?
 - What things could your community do to combat boredom in youth?
 - Have you or any of your friends ever gambled? On what? What do you stake on the outcome?
 - Why do you think gambling is attractive to young people?
 - Do you believe that video games are encouraging gambling behaviours in youth? Why/Why not?
 - Are there specific reasons for young people to gamble in your local area?

Teacher:

- In response to your class forum and the issues explored, have student groups brainstorm projects/ideas designed to appeal to young people in your community.
- Consider the needs of young people in the local area – survey people from particular age

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Phase 3 – Synthesising – continued

groups about what things they would like to have available.

- Develop knowledge of the Gambling Community Benefit Fund and its grant submission application and specific guidelines (<http://www.gcbf.qld.gov.au>).
- Are there other things to take into account eg. local council needs, who will run/maintain the project?
- Consider and choose some youth projects that your class/student groups will develop. Have groups consider if there are other community/sporting groups that they could partner with.

Students:

- Develop a business case and a budget for the project. State how the project will help youth in your local community.
- What value/benefits will it add?
- Which group(s) of youth will benefit?
- Does the project have a broad appeal? Why?
- If it appeals to only a narrow group of people, state why they should benefit and not others.
- Prepare a presentation/submission that you will present to your class that addresses the above questions and the assessment criteria.

Teacher:

- Have the class define criteria that will be used to judge group submissions.
- Have the class assess whether the project(s) should be funded and prepare a written assessment of the proposal.

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 collect and analyse primary data and report on findings.
- 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 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 ability to understand perimeters/limitations that will be expected/adhered to in submissions.
- The ability to utilise appropriate presentation techniques to assist a community audience understand the group's preliminary ideas for a youth project.
- The importance of evaluating personal work.
- The designing of evaluation tools in order to gather feedback and reflective information supplied by a targeted audience.