



The Queensland Responsible Gambling Strategy

# Responsible gambling education

## Voices

Reducing the risk factors for problem gambling through early intervention

- To explore different perspectives and viewpoints surrounding the issue of gambling. Voices explores perspectives for and against gambling with the intention of allowing students to understand both sides of the issue and to develop their own opinions. By deconstructing emotive viewpoints students are provided with skills that should enable them to become informed and active citizens.

### 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

There are many different perspectives/ viewpoints that surround the issue of gambling.

### Teachers:

- As a class group, brainstorm some issues that have been in the news over the last year (for example war in Iraq, impact on the environment from development).
  - What aspects of the issue were being debated?
  - Who were the different people/groups involved in the debate?
  - What were their different viewpoints?
  - How did the different groups try to get their message across?
  - What did each group want to happen?
  - What happened in the end? Was it a victory for one group or was it a compromise between the different groups to achieve a result that everyone could live with?

### Teachers:

The following activity is optional.

- As a class, watch the video *After the Beep*.
  - What is the message of the play?
  - How does the playwright get the message across?
- Teachers – review the Facilitator’s Guide in Section 11 to see if there are other activities you believe are relevant to your class.
  - In the issues previously reviewed by the class, did any of the groups use music/drama/art to get their message across?
  - Can the class think of any other instances where music/film/art was used to express a point of view?
  - Why is music/film/art a powerful medium to get a message across to people?

## Phase 2 – Enhancing

### Teacher:

As a class group listen to the CD – *Blow Up the Pokies* by The Whitlams. Resource Sheet 22 gives you the lyrics of the song.

### Discuss:

- What do you think the song is about?
- What are the lyrics referring to? (If you are unsure go to [www.thewhitlams.com](http://www.thewhitlams.com) to research the song and find out the background to it.)
- What are the views expressed by The Whitlams in relation to poker machines?
- Why do you think they hold that view?
- Who is affected by the central character’s gambling?

### Teacher:

The following activities can either be done as a whole class group or divide the class into small groups and give each group a resource or a number of resources to analyse.

ABC CD 1 – Triple J radio interviews, listen to tracks 2, 3 and 5.

ABC CD 2 – ABC Radio National tracks 1 and 2

Video – *People Dimensions*

Video – *Enough Rope*

- Who are the people being interviewed?
- What is their view of gambling?
- What consequences have they personally experienced or witnessed as a result of gambling?
- Who was affected and how?
- What solutions do they propose, if any?
- Where have they sought help or tried to help others?
- Is there any other interesting information you discovered?

### Students:

- Present your findings to the class.
- Is it possible to group the information into common themes or ideas?
- Do certain groups seem to present similar ideas?



### Teachers

- OHT 20 – the Ripple Effect looks at the effect gambling can have on the individual, family, community etc. As a group brainstorm, the effects gambling can have for each of the categories shown on the OHT.
- Resource Sheet 23 provides some scenarios. In small groups or individually, have students select a scenario.
- Using Resource Sheet 10 – Construct a consequence wheel and Resource Sheet 17 Conflict resolution plan, have students think about the potential consequences for the person described in the chosen scenario. In their conflict resolution plan get students to think about how the person could resolve the issues they are facing.
  - (Teachers – Bully bookies idea sheet 3 can provide you with extra ideas and materials to support this activity)
- When the activity is completed have students present their ideas to the class or to other students who chose the same scenario. Compare their results and see if you can come up with a consequence wheel that includes all student ideas for each scenario.
- Resource Sheet 24 shows the health consequences for the gambler. Compare these with the ideas that the class identified in the above activity; are there any new consequences that you didn't think of?

## Phase 3 – Synthesising

### Teachers:

As a class, brainstorm who are the different groups involved in gambling in Queensland/ other states in Australia?

- Think about government (local, state & federal), industry, educational, community groups, counsellors, as well as individuals.
  - Reviewing many of the newspaper reports included in the Resource Kit will give you a list of many of the people involved in the Australian gambling context.
  - The School Stuff website via [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au) will provide links to various organisations.
  - Resource Sheet 25 provides a list of different organisations and other groups with different perspectives on gambling. Taking the list, have the class organise the organisations into their various categories.
  - Divide the class into groups and assign each student group a particular interest group.

### Students:

- For each of the groups find out:
  - If they support/don't support gambling.
  - What they see as the advantages/ disadvantages of gambling.
  - Who they think benefits or is harmed by gambling.
  - How do they present their views.
  - Do you think their arguments present all the facts.
  - What outcome they would like to see from their involvement in the debate around gambling.
  - What changes they have managed to achieve from their involvement in the debate around gambling.

To find out these things, students could conduct an internet search of newspapers, review the School Stuff website via [www.responsiblegambling.qld.gov.au](http://www.responsiblegambling.qld.gov.au) or invite representatives of different groups to visit the class and present their viewpoint.

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## Phase 3 – Synthesizing – continued

### Suggested practical activities:

- Write and present a persuasive speech using the views of the group you researched, arguing either for or against gambling.
- Write a newspaper article presenting the views of two groups with opposite views. Analyse the pros and cons of each point of view and make a judgement about which group has the most valid argument.
- Conduct a debate between two interest groups that hold opposing views in relation to gambling.
- Hold a mock panel interview/discussion between the different interest groups. Select individuals to pretend to be spokespeople of the groups and present your ideas to the class. Have the class write a reflective piece on the views expressed and decide what their personal viewpoint is after hearing the different sides of the argument.
- Design a piece of art, multimedia, drama or a short film presenting the consequences of problem gambling either for the gambler or for the people affected by someone's gambling. Try to include ideas about other choices the person could have made that would have changed the outcome or information about help that is available to support people experiencing a problem or affected by another's gambling.
- 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.
- Dramatic/movement work that presents a variety of scenarios or hypothetical situations allowing participants to adopt specific character traits such as the responsible gambler or problem gambler.
- Comic strip that allows participants to create or script multiple pathways or solutions and choices related to responsible or irresponsible gambling.
- Write an imaginative short story exploring gambling choices and different viewpoints.

## 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 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 use of appropriate media forms and technologies to target a youth audience.
- The importance of evaluating your own work.