

5

Gambling support and services

February 2024

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Activity introduction

Quick summary

Students will practise and apply skills and strategies to seek help for themselves and others through discussing a range of gambling-related scenarios. Students will apply empathy, focussing on solutions and identifying services available to support people experiencing gambling harm.

Learning intentions

- To identify signs of gambling harm
- To demonstrate the importance of seeking help from a trained professional, group, or service to support themselves or others experiencing gambling harm
- To apply positive health-promoting actions to protect and enhance their health or the health of others

21st-century skills

Communicating
Creative thinking
Problem solving
Empathy
Personal and social skills
Teamwork

Syllabus outcomes

- **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- **PD4-9** demonstrates self-management skills to effectively manage complex situations

General capabilities

Personal and social capability
Critical and creative thinking
Information and communication technology capability
Literacy

Activity introduction

Cross-curriculum priority

None Applicable

Relevant parts of Year 7 achievement standards

- Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Students demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.

Topic

Gambling support and services

Unit of work

Stage 4 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – Manage class discussion.

Resources required

- Student worksheets – one copy per student
- Continuum cards (1 set per group)
- One device per student with internet access)

Keywords

Decision-making, gambling, harm, health, promotion, risk, services, support.

Teacher worksheet

Learning intentions

Students will:

- identify signs of gambling harm.
- understand the importance of seeking help from a trained professional, group, or service to support themselves or others experiencing gambling harm.
- apply positive health-promoting actions to protect and enhance their health or the health of others.

Success criteria

Students can:

- list signs that suggest a person is struggling with gambling harm.
- recommend a range of strategies to support someone experiencing gambling harm.
- identify support services available for people experiencing gambling harm.
- demonstrate how they would discuss gambling harm with someone they know.

Teacher content information

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator Pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

Teaching sequence

20 minutes - Part A: The continuum of harm

15 minutes - Part B: Signs someone is experiencing harm

15 minutes - Part C: Finding, offering and asking for support

Part A:

The continuum of harm

Work through this resource material in the following sequence:

Step 1

Begin by brainstorming with the class what they think gambling harm is. As the class suggests answers, write them on the board.

Step 2

Next, ask students if they can identify the point where recreational gambling ends and gambling causing harm begins. Write reasonable suggestions on the board.

Step 3

Explain that this lesson will focus on the end of the gambling spectrum where harm begins, i.e. where harmful behaviours resulting from gambling are seen. Stress to the class that the sooner a person seeks help, the more likely it will be for behaviour to change, and the less likely it will be that a person will experience significant harm.

Step 4

Invite students to organise themselves into groups of three, providing each group with a set of gambling continuum cards (see appendix A).

Step 5

Give the groups time to organise the cards into an order representing a continuum of gambling forms from which could cause the least to the most harm.

Step 6

Once all groups have completed their continuums of gambling harm, discuss any similarities that have occurred between each of the groups.

Step 7

Encourage students to justify their viewpoints around where they placed each statement on the continuum. You may wish to ask the following questions to help.

- Which scenario did your group identify as having the least potential for harm and why?
- Which scenario did your group identify as having the most potential for harm and why?
- Were there any scenarios that were hard to separate?
- Do you think any of the people in the scenarios actively thought about the potential harms of their actions?

Part B:

Signs someone is experiencing harm

Step 1

Provide each student with a copy of the worksheet and invite them to annotate the blank person image with descriptions of thoughts, feelings or behaviours that they think may be signs of someone experiencing gambling harm. Students can also use imagery on and around their blank person to highlight signs of gambling harm.

Step 2

Once students have completed their annotations, invite them to explore the information on the Gamble Aware website. Add additional information to the annotated image of signs and symptoms of gambling harm.

[GambleAware NSW – Signs of a problem](#)

[How to tell if someone you know is struggling with gambling](#)

Step 3

Based on what students have learned about signs and symptoms of gambling harm, invite them to review their continuum from part A and make any changes to the order they think are needed.

Part C:

Feelings and options

Step 1

Invite students to read the dilemma scenario on their worksheets. Reading can be done individually, in small groups, or as a class.

Step 2

Once they have read the dilemma, allow the students to answer the questions from the feelings and options thinking routine.

Step 3

If time permits, encourage students to complete part 3 of the worksheet by role-playing or writing a response to the dilemma. Before they do this, students should access the information on the gamble aware web page that outlines how to support someone experiencing harm.

[How to support someone you love struggling with gambling](#)

Reflection

Invite students to reflect on the lesson and the advice for offering support. Acknowledge that offering support to someone else can also be challenging, and it is important to seek further support if you are the person offering help. Allow students time to think about the people or places they would go to for support if needed. They may wish to write their ideas on the worksheet or simply think it through themselves.

Differentiated learning

Extension – Invite students to complete further research on support for people experiencing gambling harm. Students could turn their research into a piece of writing or a script for a podcast on seeking help. Encourage students to write in a format that they choose. The writing could focus on topics such as identifying when someone needs support, identifying available support services or providing information on how to connect with a support service.

Provisions for Learning Support – Invite students to complete each task in the most suitable format. For example, discussing each section, working in a pair or small group or utilising a device. You may also wish to assign a reduced amount of tasks. For example:

- Part B: Invite students to draw an expression on the face of someone experiencing gambling harm.
- Part C: Invite students to turn the dilemma on their worksheet into a 6-square comic strip, using the first 4-5 squares to explain the dilemma as it is written on the worksheet and the last one or two squares to illustrate the response or solution. discuss a possible response with the teacher instead. them to condense the information from the facts sheets to create an informative poster.

Teacher reflection

Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

How are you going to get there?

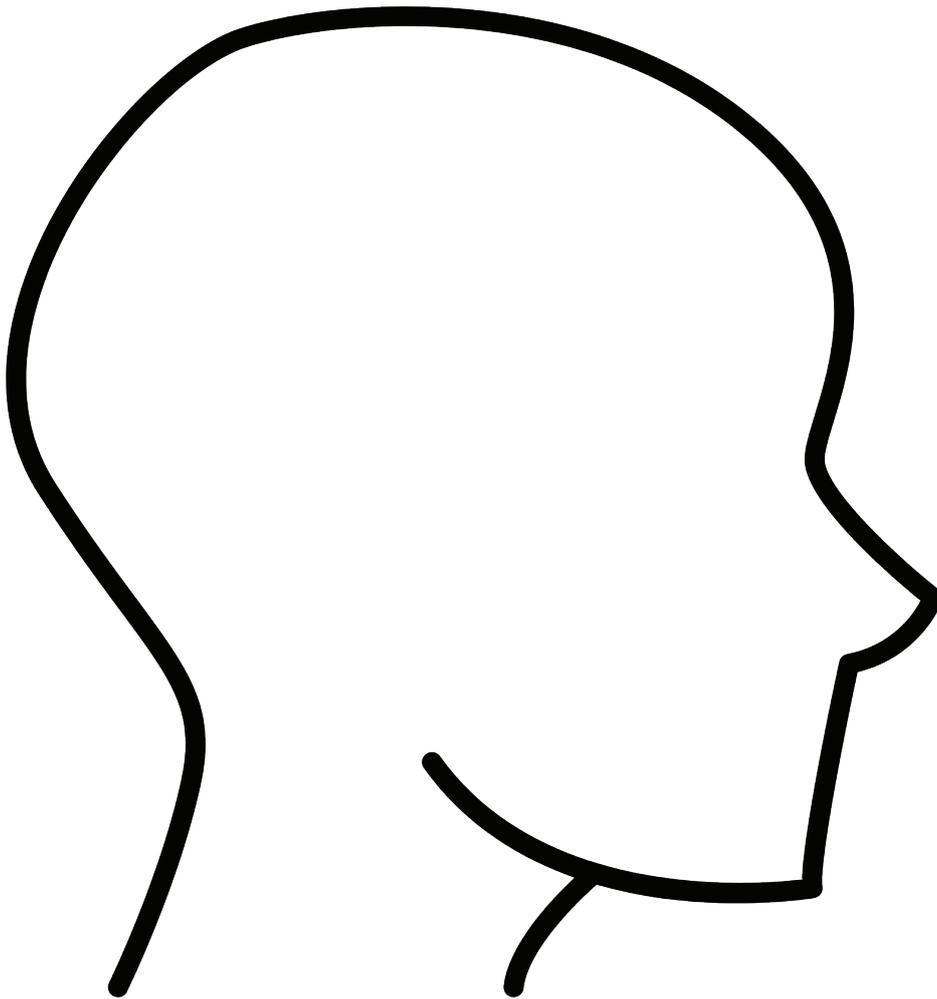
Student worksheet

Thought starter

When does a fun pastime slip into behaviour that causes harm to yourself and others?

1. Annotated picture

- a. Annotate the image below with descriptions of thoughts, feelings or behaviours that you think may be signs of someone experiencing gambling harm.



- b. Access the following two web pages and read through the information. Add any additional important signs of gambling harm that you may have missed to your image above.

[GambleAware NSW – Signs of a problem](http://www.gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/signs-gambling-may-be-a-problem-young-people) (www.gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/signs-gambling-may-be-a-problem-young-people)

[How to tell if someone you know is struggling with gambling](http://gambleaware.nsw.gov.au/supporting-someone/supporting-family-and-friends/signs-of-gambling-harm) (gambleaware.nsw.gov.au/supporting-someone/supporting-family-and-friends/signs-of-gambling-harm)

2. A dilemma

Read the dilemma below, answering the questions from the “Feelings and Options” thinking routine.

Bibi and Dani are 16 and have been friends for a few years. Most of the time they are together, they hang out at the skatepark. Lately, Dani has wanted to hang out at home, rather than at the skatepark, with a bigger group of friends and play betting card games. Dani keeps asking Bibi to play, but Bibi isn't keen on losing any more money than they already did when they played last week. Bibi suggested they hang out at the park, but Dani got mad at the suggestion. Bibi doesn't know where Dani is getting the money for the card games from; all Bibi knows is that they don't have enough to play each week.

- a. **Identify:** Who are the different people involved in the dilemma? What challenges are they facing? What are the signs that gambling harm may be occurring?
- b. **Feel:** What do you think each person in the dilemma is feeling? Why might the situation be complex or challenging for each of them?
- c. **Imagine:** Imagine options for how the situation could be handled. Come up with as many ideas as possible. Highlight or circle which option might lead to the most favourable outcome, where most people feel good or are taken care of.
- d. **Say:** Thinking more about the idea you chose for handling the situation, what could the people involved say?

3. Review and role-play

Access the following web page and review the information about “preparing yourself” and “starting the conversation”. If time permits, write out or role-play how Bibi could discuss their concerns with Dani from the dilemma above.

[How to support someone you love struggling with gambling](#)

4. Reflect

If you were faced with needing to support someone experiencing gambling harm, where would you go, or who could you talk to about getting support for yourself?

Appendix A: Gambling continuum cards

Baoxu took \$10 of birthday money and went to Bingo with their grandparents, hoping to win big. Baoxu loves spending this time with their grandparents.

Tez stole some money from their parent's wallet to repay money borrowed from a friend at school to play online poker.

Madi has saved up tokens on a Timezone card and has gone back again for the second time this week as she was feeling restless about needing to up the tokens. Madi is hoping to add more tokens to exchange for a big prize.

Alira purchased \$20 worth of loot crates in an online game this week. It is around the same amount Alira spends each week as it's part of the budget Alira's parents have allocated.

Jamil purchases a scratchie card from the local newsagent with \$2 they found on the ground.

Dasith bets his lunch on whether or not his mate will be able to score a penalty in the school's semi-final match.