

5

Gambling harm and support networks

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Activity introduction

Quick summary

Students research support networks that are available for gamblers in Australia, and recognise behaviours that indicate whether gambling is causing harm and how to seek and provide help for harmful gambling behaviours.

Learning intentions

- To understand which gambling behaviours can cause harm
- To understand the type of help available to assist those affected by gambling, including themselves

21st-century skills

Communicating
Critical thinking
Digital literacy

Syllabus outcomes

- **PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- **PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- **PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- **PD5-9** assesses and applies self-management skills to effectively manage complex situations

Topic

Gambling

Unit of work

Stage 5 Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium – The teacher will lead brainstorming and class discussions and monitor planning and design activities.

Resources required

- Device capable of using Padlet
- Individual devices capable of creating PowerPoint
- Student worksheet – one copy per student
- Workbook to complete the questions

Keywords

Support, services, networks, family, behaviours, risk, safety.

Teacher worksheet

Learning intentions

Students will:

- understand which gambling behaviours can cause harm.
- understand the type of help available to assist those affected by gambling, including themselves.

Success criteria

Students can:

- identify safe and harmful gambling-related behaviours.
- know how to support someone experience harmful gambling-related behaviours, including reaching out for help themselves.
- reflect on how in-game rewards and consequences can impact real life.

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

15 minutes - Part A: Safe and harmful behaviours

40 minutes - Part B: PowerPoint presentation – research and presentation

5 minutes - Reflection

Part A:

Safe vs harmful behaviours

Step 1

Explain to students that they will be exploring behaviours related to gambling. Some of these will be safe behaviours; others will be harmful behaviours.

Step 2

Provide students with the Student worksheet, which contains a jumbled list of sixteen behaviours. Students will need to sort these behaviours into either 'Safe behaviours' or 'Harmful behaviours'.

Safe behaviours should be specific actions that aim to promote health safety and wellbeing.

'Harmful' behaviours are those that are already harmful or can lead to more serious harm in the future.

Step 3

As a class, compare and discuss your answers.

Part B:

Support network

PowerPoint presentation –

research and presentation

Step 1

Independently, students choose a support network for gamblers from the list below.

They conduct research on this support network and take notes.

[Gambling Treatment Program – St Vincent's Hospital Sydney \(svhs.org.au\)](http://svhs.org.au)

[Gambling Help Online - Free gambling support in Australia](http://www.gamblinghelp.org.au)

[Problem gambling \(lifeline.org.au\)](http://lifeline.org.au)

[Gambling treatment clinic - Brain and Mind Centre \(sydney.edu.au\)](http://sydney.edu.au)

[Meetings | Gamblers Anonymous Australia \(gaaustralia.org.au\)](http://gaaustralia.org.au)

Step 2

After completing their research, students design a PowerPoint presentation that answers the following questions:

- A brief overview of the support service
- What support does the health service provide?
- How does it provide this support?
- Where are they located?
- How accessible is it? Online, phone? Is it 24/7?
- Is there a cost? Is it anonymous?

Reflection

Students will complete a PMI chart in their workbooks based off the lesson and/or unit of work.

Plus – What was good about the support network?

Minus – What was less helpful about the support network?

Interesting – What was an interesting point of difference about the support network?

Differentiated learning

Extension –

Part A – Students can identify an additional 3 behaviours for each column.

Part B – Students to answer the following questions:

- Describe the benefits of one's health when they access this service
- Assess two barriers that might limit peoples access to this service

Provisions for Learning Support –

Simplify language, repeat words and clarify meanings.

Students only need to answer three of the questions for the PowerPoint.

Check on students' progress throughout the lesson.

Provide scaffolds for questions.

Students can work in pairs.

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

Sort the following behaviours into 'safe' and 'potentially harmful' behaviours.

1. Removing credit card details from your gaming account to ensure you are safe from impulse decisions.
2. Spending someone else's money on gambling and not being able to pay them back.
3. Changing your social media settings so that you don't see gambling advertising.
4. Setting a deposit 'limit' on your online betting account to restrict amount of weekly funds that can be added.
5. Having saved payment details to the device your child uses for gaming as it's easy to make accidental purchases.
6. Taking your credit card to the horse races.
7. Lend a friend money to gamble with.
8. Setting an app limit on your mobile phone to set daily limits for betting apps to manage access.
9. Talking to family and friends about gambling and setting a budget for any gambling or gambling-like purchases such as loot boxes and skins.
10. Spending excessive time gaming and gambling as opposed to doing schoolwork, playing with friends, talking and spending time with family.
11. Start a conversation about gambling with a relative and discuss what kinds of gambling behaviour can lead to problems.
12. Taking a timeout from gambling to have a break, keep track of how much you are spending, and keep a clear mind.
13. Having a balanced approach to screen use, minimising screen time and utilising activities outside.
14. Using gambling language to encourage children. For example, 'I bet you can't swim to the other side of the pool. If you do, I'll buy you an ice-cream'.
15. Changes in behaviour, for example, anger, frustration and tiredness.
16. Spend your whole week's pay on Fortnite skins.