



LESSON 1 – Lesson Outline

WHO'S GAMBLING AND GAMING?

BE AHEAD
OF THE
GAME



OFFICIAL

GAME ON. GAMBLING: A YOUTH HEALTH ISSUE

VCAA Health & Human Development Study Design: Unit 1, Area of Study 2

Key knowledge:

- key areas of youth health requiring health action, as indicated by health data
- the following features of one health focus relating to Australia's youth:
 - impact on different dimensions of health and wellbeing
 - data such as incidence, prevalence and trends
 - government and community programs and personal strategies to reduce negative impact

Key skills:

- identify key areas for action and improvement in youth health and wellbeing using research to interpret data

Lesson intentions:

- interpret Australian gambling data
- develop a definition of gambling.

Success criteria:

- define gambling and make links to youth health and wellbeing
- interpret data from a range of sources to determine the impact gambling and gaming has on the dimensions of youth health and wellbeing.

Resources provided:

- lesson 1 PowerPoint
- lesson 1 activity sheets.
- 4 x playing cards (one of each suit)

Additional resources required:

- sticky notes
- computer and projector with access to internet
- Poll Everywhere (word cloud generator) – teachers should set up an account prior to the class starting.

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 1 PowerPoint to guide lesson</i>
3 minutes	Introduction Student management, address the key knowledge and key skills, learning intentions and success criteria.	Slide 2
3 minutes	Introduction to gambling and student trigger warnings Gambling is gaining greater attention as a health issue, with research and investigations measuring the impact it has on individuals and community health and wellbeing. In this unit, we will be focusing especially on youth health and wellbeing associated with gambling and gaming. This topic could be a trigger to some students and may cause distress. It is important students are aware of the support people they can speak to in your school community. For example, school counsellor, youth worker, year level coordinator, Gambler's Help line. Let students know that if they are confronted by information in the lessons that they can seek help. These services can be useful if students are experiencing harm associated with their own gambling or that of friends or family.	

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 1 PowerPoint to guide lesson</i>
7 minutes	Hook: Place your bets, last call! Teacher places a club, spade, diamond and heart card in different sections of the room. Statements are flashed up on the screen (PowerPoint slides 3–7). Students decide which option is most correct for each of the statements by standing next to the appropriate symbol (club, spade, diamond or heart). (Note: correct answers are italicised below and will appear on PowerPoint.) 1. Gambling is... ♥ playing games of chance ♣ riding a horse in a race ♦ <i>risking anything of value (usually money) on the outcome of an event involving chance when the probability of winning or losing is uncertain.</i> ♠ an illegal activity in Australia and should be avoided 2. Gaming is... ♥ <i>an industry in which people play games in casinos and online</i> ♣ weekend sport games ♦ not associated with gambling ♠ <i>the act of playing videogames. People undertaking this activity are called gamers</i> 3. The age group most likely to gamble regularly is... ♥ 18–25 ♣ 26–40 ♦ 41–54 ♠ 55+ Source: Victorian Population Gambling and Health Study 2023 4. The fastest growing gambling segment is... ♥ gambling on eSports ♣ gambling on horses with a bookkeeper ♦ online and mobile sports and race betting ♠ Online Keno Source: : Victorian Population Gambling and Health Study 2023	Slides 3–7 4 x playing cards (one of each suit)

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 1 PowerPoint to guide lesson</i>
10 minutes	Main section What is gambling? Students provide words and statements they associate with gambling on a word cloud. Teacher summarises the information provided by the students (discuss the question and options on slide 4). (Note: staff will need to set up an account and ensure they customised the link for their class.) Class develops a definition of gambling. Teacher then provides a definition of gambling from Be Ahead of the Game (slide 10). Teacher asks students to consider and share in class discussion the type of activities that include gambling.	Slides 4, 8–9 Word cloud on Poll Everywhere https://www.polleverywhere.com/word-cloud
2 minutes	Who gambles? Students create a profile of a person they think is most likely to gamble, including what they gamble on and where they gamble.	Slide 10
25 minutes	Students will complete the <i>Lesson 1 Activity Sheet: Data Analysis of Gambling in Australia</i>. To complete the activity, students will move around the classroom and visit a series of data stations. At each station, they will examine the information provided (included in the activity sheet under the corresponding station heading) and analyse the data to answer the questions on the activity sheet. Once all stations have been completed, students will participate in a class discussion to share their key findings, compare responses, and confirm their understanding of the data. Alternatively, students could get into five groups - each group analyses one data set for 5-7 minutes. Groups then present their findings to the rest of the class. Teachers note: while the data in these stations looks at all age groups and other factors such as language background and family dynamic, it is important to redirect students to how this is relevant to youth/young people and the impact it can have. STATION 1: Gambling among secondary school students (page 1) 1. Using the data, identify the most common and least common gambling activities among secondary school students. Suggest one reason why the most common activity may be more appealing or accessible to young people than the least common activity. 2. The infographic shows that 29% of students had gambled at some point, but only 4% had gambled in the past week. Discuss what this might suggest about gambling behaviours among secondary school students. 3. Sport betting was reported by 9% of students in the past year. Explain how sport and sporting culture may act as a sociocultural influence on young people's attitudes towards gambling.	Slides 10–15

	Extension question 4. Identify and explain one sociocultural factor that may influence gambling behaviours among young people. Use evidence from the infographic to support your response. STATION 2: Gambling among secondary school students (page 2) 1. The infographic states that students who had seen four or more different types of gambling advertisements were more likely to have gambled. Explain how advertising may influence the health behaviours of young people. 2. 21% of students recalled seeing gambling advertisements on social media. Why might gambling companies use social media, influencers and digital platforms to promote gambling, and how could this influence young people's attitudes towards gambling? 3. The infographic shows that 57% students who gambled did so at home and on mobile devices. Discuss how advances in technology may increase both the accessibility and risks of gambling for young people.	
	STATION 3: Victorian population gambling and health study 2023 1. Using the data provided, identify two groups within the Victorian population that may require targeted health action or support. Justify your response using evidence from the table (Table 3.2). 2. Discuss how information about age, household composition and language background can be used by governments or community organisations when planning health programs for young people? Use examples from the data to support your response. 3. Select one sociocultural factor shown in the table (e.g. gender, language spoken at home, location or household composition). Explain how this factor may influence the health and wellbeing of young people and their access to health information or support services. Extension question 4. Using the data, compare two population groups shown in the table (e.g. Melbourne and regional Victoria, English-speaking and other language-speaking households, or different household types). Based on the data, which group may require more targeted health information, support or services? Justify your response using evidence from the table.	

	STATION 4: Levels of psychological distress 1. Identify which population group reported the highest level of psychological distress at 42.6%. Discuss how high psychological distress could negatively impact two dimensions of health and wellbeing for an individual. 2. The Problem Gambling Severity Index (PGSI) classifies people according to their level of gambling risk and gambling-related harm. Using the psychological distress data in Table 10.1, describe the relationship between gambling risk and psychological distress. 3. Psychological distress is a health status indicator used to measure mental and emotional wellbeing. Explain why psychological distress is an important health status indicator when investigating the impacts of gambling on individuals and communities.	
	STATION 5: Gambling harm in Victoria 1. Using evidence from the data provided, analyse the extent to which gambling harm is a significant health issue in Victoria. 2. Research shows that self-reported satisfaction with life decreases as risky gambling behaviour increases. Describe the relationship between gambling risk and life satisfaction and explain what this may indicate about an individual's health and wellbeing. 3. Explain how gambling harm may contribute to poor health and wellbeing outcomes for both individuals, families and the wider community. Extended Response: (optional) 4. Using data from the activity stations, analyse how sociocultural and environmental factors influence gambling behaviours among young Australians. In your response, refer to at least two dimensions of health and wellbeing.	
3 minutes	Debrief summary With a partner: • What is one new thing you learned about gambling? • How has your understanding of gambling changed? Class discussion: • What did you think gambling was before this lesson? • What do you think about the different types of gambling now?	Slide 18
2 minutes	Conclusion Exit pass: Engage in a debrief summary discussion Students respond to the question 'How is gambling a youth health and wellbeing issue?'. Students tick either yes or no on a whiteboard as they leave the class or place a post-it note on a poster in the yes or no column. Teacher collates and presents findings to students in the next class.	Slide 19