



LESSON 3 – Lesson Outline

THE TWO G'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:

- government and non-government programs relating to youth health and wellbeing.
- the following features of one health focus relating to Australia's youth:
 - risk and protective factors.

Key skills:

- analyse factors that contribute to inequalities in the health status of Australia's youth.

Lesson intentions:

- identify key characteristics of gaming and gambling.
- discuss risks and protective factors for young people in relation to gambling.

Success criteria:

- create a checklist for young people to protect them from the risks associated with gambling and to be safe and aware when gaming.

Resources provided:

- lesson 3 PowerPoint.
- lesson 3 activity sheets.

Additional resources required:

- computer and projector with internet.

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 3 PowerPoint to guide lesson</i>
3 minutes	Introduction Student management, address the key knowledge and key skills, learning intentions and success criteria.	Slide 2
10 minutes	Hook Watch South Park: Free "mium" Games, date of upload on YouTube 14 May 2018. Students use the Venn diagram on the activity sheet to identify the differences and similarities between gaming and gambling. Students can do this individually or in a group.	Slides 4-5 Activity sheet part 1
10 minutes	Main section Students watch Behind the News 'Gambling in Gaming' and complete the activity sheet. Teacher asks students to share their answers to the questions on the activity sheet after watching the segment. Some follow-up questions the teacher could ask: • What is the link between gaming and gambling? • Do you think gaming is an example of gambling or do just some games have this feature, which can be ignored or disabled? • For those that game, have you ever considered trading in skins or loot boxes as a gambling feature as it's used as currency to progress further in the game? • Has this segment made them see gaming differently?	Slide 6 Activity sheet part 2
10 minutes	Students read the 'Be Ahead of Game' page https://beaheadofthegame.vic.gov.au/gambling-and-gaming/what-can-parents-do/ Teacher asks students to answer the questions on the activity sheet and share these with the class. Teacher asks the students to consider and share any other factors that would protect young people from the potential harms of gambling. 1. Explain how increasing parents' understanding of gaming features such as loot boxes, in-game purchases and gambling-like rewards may act as a protective factor for young people. 2. Analyse how a lack of parental knowledge about gaming features such as loot boxes, in-game purchases and gambling-like rewards could contribute to inequalities in the health and wellbeing of young people. 3. Analyse how the strategies suggested for parents on the website may help reduce the negative impacts of gaming and gambling on young people's health and wellbeing. 4. Analyse how differences in parental awareness, education or access to information about gaming and gambling could contribute to inequalities in the health and wellbeing of young people. 5. Explain how loot boxes or gambling-like gaming features may affect two dimensions of health and wellbeing.	Slide 7 Activity sheet part 3

10 minutes	Students create a checklist of protective behaviours that will support young people to game safely and address risks that can lead to young people experiencing gambling harm. Present as an infographic using a program such as Canva or Adobe Photoshop. Note: This activity may need to be completed for homework.	Slide 8 Activity sheet part 4
5 minutes	Conclusion Debrief summary • Many games, apps and online stores use features such as loot boxes, mystery rewards, spin-to-win promotions, daily bonuses and in-game purchases. To what extent do these features resemble gambling, and why might they be appealing to young people? • How might repeated exposure to reward-based systems in gaming, shopping apps and social media influence a young person's attitudes towards gambling later in life? • Do companies have a responsibility to limit gambling-like features in products aimed at children and young people? Why or why not? Exit pass: Refer back to the Venn diagram completed at the start of the lesson and add any further information.	Activity sheet part 1