



LESSON 5 – Lesson Outline

WHAT'S AT STAKE?

THE COSTS OF 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:

- the following features of one health focus relating to Australia's youth:
 - impact on different dimensions of health and wellbeing
 - direct, indirect and intangible costs to individuals and/or communities

Key skills:

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

Learning intentions:

- define costs to individuals and communities (direct, indirect and intangible)
- interpret data about gambling and gaming related to young people in Australia
- understand the costs of gambling and gaming to individuals and communities.

Success criteria:

- identify the costs of gaming and gambling
- analyse the different costs of gaming and gambling (direct, indirect and intangible)
- explain the costs of gambling and gaming to individuals and communities.

Resources provided:

- lesson 5 PowerPoint
- lesson 5 activity sheet.

Additional resources required:

- post-it notes
- computer and projector with internet.

Suggested time allocation	Lesson outline	Resources for learning
3 minutes	Introduction Student management, address key knowledge and key skills, learning intentions and success criteria.	Note: Use lesson 5 PowerPoint to guide lesson Slides 2-3
5 minutes	Hook Pose the question: 'What's at stake? How much does gambling cost in one year in Victoria?' Students each write their predicted number on the whiteboard – one colour for individuals (total gambling losses for Victorians) and another for communities (the cost of gambling harm to the Victorian Government). Highlight the highest and lowest numbers predicted. Statistics Source: Social Costs of Gambling, 2023 - Affected others bore over a quarter of the financial impact of gambling. - The cost to those affected by someone else's gambling such as partners, family, friends and workmates was estimated to be \$3.8 billion, or 26.6% of the total cost of gambling to Victoria. - Of this, \$2.3 billion fell under impacts on relationships and family. Around two-thirds of this relationship and family cost was due to impacts on health-related quality of life, with most of the remainder being costs related to divorce or separation and experiences of violence. - The estimated financial impact to affected others was \$1.5 billion, which overwhelmingly reflected excess spending on gambling by an intimate partner. - Costs to the community and governments were estimated to be \$3 billion - The cost to the Victorian community was \$1.4 billion, almost all of which related to productivity loss due to gambling. - The cost to governments (almost entirely to the Victorian Government), was estimated at \$1.6 billion, equivalent to about two-thirds of the \$2.5 billion revenue derived from gambling taxes and levies. Most of the costs to government involved costs to health and human services systems and the mental health sector - For the 2024-25 financial year, Victorians lost over \$7.3 billion to different types of gambling. Taxes and levies paid to the state of Victoria totalled over \$2.4 billion	Slides 4-6
5 minutes	Main section On the activity sheets, students: Think: brainstorm examples of costs of gaming and gambling Pair: working with a partner, highlight costs in your brainstorm list, categorising with one colour to be individuals and another colour to be for communities. Share: share your brainstorm lists as a class. Note – this activity could also be done using sticky notes on the whiteboard, students brainstorm examples of the costs of gaming and gambling to individuals and to communities. Categorise the sticky notes into two groups - costs for individuals and costs for communities.	Slide 7 Lesson 5 activity sheet

10 minutes	Introduce the concept of different types of costs (direct, indirect and intangible). Class discussion: Explain how one direct, indirect and intangible cost may affect dimensions of health and wellbeing. Note: Gambling costs go beyond financial losses to include mental health issues (including depression and suicide), lower work or school productivity, and crime.	Slides 8–11
10 minutes	Research further costs to individuals and communities. Add further examples to the sticky notes or activity sheet part 2 from the following resources: • What is gambling harm? - An Explainer • Remy's story • Bayu's story Students might consider costs related to work and employment, education, money and debt, crime, relationships (family, friends, community), health and wellbeing, and programs addressing gaming and gambling harm.	Slides 12-14 Lesson 5 activity sheet
10 minutes	Students complete the flowchart on Lesson 5 activity sheet question 2 Students discuss and share responses with peers.	Slide 15 Lesson 5 activity sheet
4 minutes	Conclusion Debrief summary • Which type of cost (direct, indirect or intangible) do you think has the greatest impact on individuals and families affected by gambling or gaming harm? Why? • Gambling and gaming can create costs that extend beyond the individual. What impacts might communities, schools, workplaces and sporting clubs experience when gambling harm occurs? • After exploring the stories and data from today's lesson, do you think enough attention is given to the social and emotional costs of gambling and gaming? Why or why not? <i>Consider impacts on health and wellbeing, relationships, education, work and community participation.</i>	Slide 16
3 minutes	Exit pass: • Students write down on a piece of paper or a class Padlet an example for each type of cost. Teacher splits up the class. Half of the students provide examples of costs to communities and the other half, costs to individuals. Use paper or a class Padlet to record examples. Padlet - Visual Collaboration for Creative Work and Education	Slide 17