



LESSON 5

WHAT'S AT STAKE?

THE COSTS OF GAMBLING AND GAMING

GAME ON: GAMBLING A YOUTH HEALTH ISSUE

Key knowledge:

- key features of one health and wellbeing focus relating to Australia's youth including
 - direct, indirect and intangible costs to individuals and/or communities.

Key skills:

- research and collect data on one particular health and wellbeing focus relating to youth, with critical analysis of its impact, management and **costs**.

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
		<i>Note: Use lesson 5 PowerPoint to guide lesson</i>
3 minutes	Introduction Student management, address learning intentions and success criteria.	Slide 2
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 From 1 July 2017 to 30 June 2018, Victorians lost \$5.86 billion to gambling. (Source: Australian Gambling Statistics, 2019) The cost of gambling harm to the Victorian Government is approximately \$1.1 billion. This covers aspects such as research, regulation, and professional support services, including mental health and homelessness services. If you combine the financial losses with costs associated with emotional and psychological issues, family and relationship problems, crime, and lost productivity and other work-related impacts, the total cost is \$6.97 billion. (Source: https://responsiblegambling.vic.gov.au/resources/publications/the-social-cost-of-gambling-to-victoria-121/)	Slides 3–4
10 minutes	Main section 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 5 Lesson 5 activity sheet
15 minutes	Introduce the concept of different types of costs (direct, indirect and intangible). Note: Gambling costs go beyond financial losses to include mental health issues (including depression and suicide), lower work or school productivity, and crime. (Source: https://responsiblegambling.vic.gov.au/documents/21/using-a-public-health-approach-in-the-prevention-of-gambling-related-harm.pdf) In small groups, arrange the sticky notes according to their cost type.	Slides 6–8

Suggested time allocation	Lesson outline	Resources for learning <i>Note: Use lesson 5 PowerPoint to guide lesson</i>
10 minutes	<p>Research further costs to individuals and communities. Add further examples to the sticky notes or activity sheet part 2 from the following resources:</p> <p>‘What is gambling harm - An explainer’ https://www.youtube.com/watch?v=1iBp1oa4-_0</p> <p>Remy’s story https://gamblershelp.com.au/learn-about-gambling/personal-stories/remy-07012020/</p> <p>Bayu’s story https://www.youtube.com/watch?v=cq9YWaeN79M&feature=youtu.be</p> <p>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.</p>	Slides 9-11 Lesson 5 activity sheet
5 minutes	<p>Conclusion</p> <p>Students complete any remaining parts on Lesson 5 activity sheet, and can discuss and share responses with peers.</p>	Slide 12 Lesson 5 activity sheet
5 minutes	<p>Exit pass:</p> <ul style="list-style-type: none"> 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. 	Slide 13