

# GambleAware for Parents: Workshop

Facilitator Guide

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# Introduction

Children and young people are recognised as one of the priority populations in the *Office of Responsible Gambling's Strategic Plan 2021-24*. With the increased availability and accessibility of gambling, they are at high risk of experiencing gambling harm.

A few factors affect young people's gambling. Among these factors, parents are the strongest influence. Their significant role in facilitating young people's gambling behaviours is evident in the NSW Youth Gambling Study 2020, and their involvement is also essential for our school-based program: *GambleAware in Schools*.

Educating parents about gambling harm is key to prevent and minimise gambling harm among children and young people.

We hope the *GambleAware for Parents: Workshop* can be a useful tool to support you as GambleAware community engagement officers when talking to parents about gambling harm in your regions.

The target audience of this workshop is parents and carers of young people aged from 12 to 17. Through the workshop, participants will:

- gain knowledge of how young people are affected by gambling harm and the links to gaming
- understand the major influences on young people's gambling behaviours
- learn strategies to help prevent young people from being affected by gambling harm.

You may deliver the workshop in different settings parents access, such as schools, local youth services, parent groups in the community, council facilities, etc. The design of the workshop also allows you to deliver it online whenever needed. The number of participants may vary. We suggest keeping it between 15 to 20 participants to enable an interactive learning experience.

# General tips for facilitators

## Before the workshop session

- Create a preparation schedule that fits the situation and your style.
- Make a personal checklist for preparation tasks and materials needed.
- Ensure you have a good understanding of the main topics.
- Prepare examples from your experience to share.
- Practice presenting the slides and write down your notes.

## Present the workshop

- Provide some information about yourself, your background and why you are delivering this workshop.
- Share examples from your own experience to bring the content to life.
- Allow participants to provide examples or state their experience.
- Define tricky terms easily and clearly. Repeat your statements if necessary.
- Ensure equal attention to all participants. Intervene appropriately if you notice some participants are dominating the discussion.
- For critical comments or pointy questions, try paraphrasing the question or asking other participants to share a view.
- Be aware of the time frame. Adjust the set times to favour your rhythm. Try not to lose time early on in a workshop and make the end hurried and incomplete.

## After the workshop

- Reflect on your wins and fails for the session.
- Address questions not answered in Q&A.
- Follow up with evaluation survey results.
- Debrief with your manager or share learnings with other facilitators through GambleAware Community of Practice meetings.

# Preparation and material

Presenting a workshop that is developed by others can be challenging. For successful and effective delivery of the content, please set aside enough time ahead to prepare. The following task list provides you with some guidance. You can check each item as you go.

- Clarify who will be hosting the workshop. Usually, you will need to partner with other organisations to deliver the workshop, for example, local schools, youth services, councils and parent groups. It is important to have an agreement on roles and responsibilities around workshop administration and delivery.
- Read through this guide. Familiarise yourself with the session plan and instructions for each section.
- Check out the Facilitator's reading list ([Appendix 1](#)). It provides useful links and resources to help you to gain fundamental knowledge about each main topic. You are strongly encouraged to read the listed resources.
- Review the PowerPoint slides. Each slide includes presenter notes. These notes give you detailed information about the relevant slide.
- Practice presenting with the slides. Make sure the slides flow well for you.
- Tailor the workshop session plan if needed. Add personal touches to fit your facilitating style.
- Confirm the final list of participants, venue, date and time of the session. If you are not hosting the session, check these details with the workshop host.
- Clarify with the workshop host who is responsible for preparing and bringing the materials and supplies to the venue.

## Suggested supplies and materials

For in-person sessions:

- copy of the facilitator guide
- handouts for participants: copies of PowerPoint slides, GambleAware brochures and other things you think are needed
- take home message cards ([Appendix 5](#))
- copies of evaluation forms ([Appendix 6](#))
- sign-in sheet
- computer with internet
- projector
- workshop signage at the venue
- whiteboard and markers.
- pens and note pads for participants.

For online sessions:

- copy of the facilitator guide
- computer with a camera
- reliable internet connection
- video conferencing software e.g. Zoom or Microsoft Teams
- quiet room.

## Workshop session at a glance

<b>Duration</b>	<b>1 hour</b>	
<b>Method</b>	<b>In-person or online</b>	
<b>Timing</b>	<b>Section</b>	<b>Page on PowerPoint slides</b>
5 min	Introduction and warm up activity	p. 1-5
10 min	Gambling and young people	p. 6-13
10 min	Gaming and gambling	p. 14-22
10 min	Gambling advertising	p. 23-28
10 min	Parental influence	p. 29-33
5 min	Support services	p. 34-36
10 min	Questions and wrap up	p. 37-39

# Step by step session instruction

This is a one-hour session. Breaks are not advised during this session.

<p><b>Introduction</b></p> <p><b>5 min</b></p>	<p>The purpose of this section is to set participants' expectations. Please start by introducing your name, role and organisation.</p> <p><b>Acknowledgement of country (p.1)</b></p> <p>The following three statements are suggested for different situations:</p> <p><b>Generic</b> – if you do not know the name of the people on whose land you are gathered, or if there are disputes about the land (multiple Aboriginal peoples identify as Traditional Custodians for that area).</p> <p><i>I begin today by acknowledging the Traditional Custodians of the land on which we &lt;gather/meet&gt; today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.</i></p> <p><b>Specific</b> – if there are no disputes and you know the name of the people on whose land you are gathered.</p> <p><i>I begin today by acknowledging the &lt;insert name of people here (e.g., Ngunnawal)&gt; people, Traditional Custodians of the land on which we &lt;gather/meet&gt; today and pay my respects to their Elders past and present. I extend that respect to Aboriginal and Torres Strait Islander peoples here today.</i></p> <p><b>Virtual</b> – if the workshop is delivered as an online webinar.</p> <p><i>In the spirit of reconciliation, the [organisation] acknowledges the Traditional Custodians of Country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.</i></p> <p><b>General housekeeping (p.2)</b></p> <p>Ensure participants understand that this is a one-hour session and that they will have a chance to break at the end. Should they need to excuse themselves during the session, they should do so quietly.</p> <p>Set the following ground rules for participants:</p> <ul style="list-style-type: none"><li>• Be respectful of all participants.</li><li>• One person speaks at a time.</li><li>• Respect other opinions and confidentiality.</li><li>• Put mobile phones on silent (if it is an in-person session).</li></ul> <p>If it is an in-person session, please cover the following about the venue where appropriate and applicable:</p> <ul style="list-style-type: none"><li>• emergency evacuation point</li></ul>
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- bathrooms
- catering
- waste disposal.

If it is an online session, please go through the following:

- advise whether the session is recorded and will be available after the session
- offer to circulate the slides after the session
- advise participants on how they can interact with you (e.g. whether by using raise hand, chat or Q&A function in virtual meeting rooms).

**Present session overview (p.3)**

- Gambling and young people – how young people engage with gambling activities.
- Gaming and gambling – how gaming and gambling are converging.
- Gambling advertising – how gambling advertising affects young people.
- Parental influence – how parents gambling attitudes and behaviour influences their children.
- Support services – for further information or support for parents and young people.

**Please give guidance to participants on how they can ask questions and make comments during the session.**

**Present learning objectives (p.4)**

- gain knowledge of how young people are affected by gambling and gaming harm
- understand the major influences on young people’s gambling behaviours
- learn strategies to help prevent young people from being affected by gambling harm.

**Warm up activity (p.5)**

Give participants the following instructions:

Discuss these three questions with the person next to you.

1. How popular is gambling among adolescents?
2. Do you think video/online games have anything to do with gambling?
3. What influences young people’s attitude towards gambling?

Allow 1 to 2 minutes discussion time for this activity. Then ask a couple of volunteers from the participants to share their responses to each question.

**Note:**

- If it is an online session, participants will think about these questions individually. You can then ask them to share answers with the group via the *chat* function in virtual meeting rooms.



	<ul style="list-style-type: none"> <li>Please think about these questions yourself when preparing the workshop. In the case where no others would like to share their thoughts, you can talk about either your own opinions or some facts with your audience.</li> </ul>
<b>BEGINNING OF MAIN TOPICS</b>	
<p><b>Gambling and young people</b></p> <p><b>10 min</b></p>	<p>This section aims to give participants a general idea about how young people engage with gambling. Information presented in this section is based on the <a href="#">NSW Youth Gambling Study 2020</a> full report.</p> <p><b>Gambling definition (p.7)</b></p> <ul style="list-style-type: none"> <li>Read out the quoted definition - “Gambling is defined as an activity that involves staking money or anything else of value on the outcome of an event that is decided in full or in part by chance - such as a sporting event or a horse race - with the intent of winning a prize of money or something else of value.”</li> <li>Key elements of gambling are – risks money or belongings, randomness or chance involved, the purpose is to win.</li> <li>It captures the activities considered as gambling by Liquor &amp; Gaming NSW, such as gaming machines (pokies), casino games, betting on sports and races, lotteries, and online wagering.</li> <li>As new gambling forms emerge - “anything else of value” can be belongings or other items of value. For example, the collectable pieces such as small discs and trading cards in certain games, in-game items such as skins in video games and virtual currencies such as bitcoin.</li> </ul> <p><b>Compare gambling and simulated gambling (p.8)</b></p> <ul style="list-style-type: none"> <li>Introduce the term ‘simulated gambling’. Simulated gambling refers to games that imitate core characteristics of gambling (look, sound or actions) but does not provide a direct cash payout.</li> <li>Three popular forms of simulated gambling are: gambling-themed games, built-in mini gambling games and games with gambling elements (refer to <a href="#">Appendix 3</a> for game examples representing the three forms).</li> <li>Use the table on the slide to compare the main differences between gambling and simulated gambling.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Simulated gambling can be a new term for most people. Please make sure you have a good understanding of it yourself when preparing for this workshop. You can refer to <a href="#">Appendix 1</a> for a list of readings about gaming and gambling convergence as a starting point.</li> </ul>

- Try not to spend too much time and deep dive simulated gambling here. Let the participants know that you will discuss simulated gambling in more detail in the next section: *Gaming and gambling*.

Now participants understand what gambling and simulated gambling are, they can have a closer look at how young people in NSW engage with gambling.

#### **About the NSW Youth Gambling Study 2020 (p.9)**

- The slide presents general information about the study.
- This study aimed to increase understanding of gambling and simulated gambling by young people in NSW aged from 12 to 17. It was commissioned by the Office of Responsible Gambling and conducted by Central Queensland University in 2019-2020.

#### **Gambling prevalence in NSW young people (p.10)**

Key findings from the NSW Youth Gambling Study

- Simulated gambling is more popular than traditional gambling.
- 29.8% had participated in traditional gambling.
- The most popular gambling activities were: private betting (17.1%), scratchies/lotteries (11%), bingo (6%) and keno (5.1%).
- 40.1% played at least one of simulated gambling games.
- Video games with 'mini' gambling components were the most played (31.7%).
- The most played simulated gambling components were wheel spinning, pokies and casino games.

#### **Early exposure (p.11)**

Highlight how young some people are when they start gambling. Overall, the average age young people in NSW first gambled on any activity was 11.6 years old.

Specific starting ages for different forms of gambling are:

- 5–9 years for race betting
- 10–12 years for scratchies/lotteries, keno, and poker
- 13–15 years for all other forms of gambling.

#### **Underage access (p.12)**

Age restrictions apply to most commercial gambling, either online or through licensed venues (pubs, clubs and casinos). Some young people get around with these restrictions. Use the flow chart on the PowerPoint slide page 11 to explain how some young people avoid age restrictions to access commercial gambling.

**Note:**

	<ul style="list-style-type: none"> <li>• This underage access refers to young people participating in commercial gambling. It is important to note that age is not a barrier for private gambling or simulated gambling which are more popular among young people.</li> <li>• Currently, simulated gambling is not considered to be a gambling activity by the NSW Government, so it is not regulated in the same way gambling is. However, for some, it is concerning due to its accessibility and increasing popularity. They only need an internet connected device to be able to participate. It can be a smartphone, tablet, laptop, or desktop computer. Most young people have at least one of those devices that they are the only user of.</li> </ul> <p><b>Where do they get the money to gamble? (p.13)</b></p> <ul style="list-style-type: none"> <li>• Most young people use their pocket money to gamble.</li> <li>• About one-third of young gamblers receive specific money for a “gambling fund” from their parents.</li> </ul> <p><b>Note:</b></p> <p>From slide p.11-12, highlight the fact that parents are the people most often funding and enabling young people to participate in gambling. Let participants reflect on their own attitudes and practice towards this. There will be more around parents’ roles in the Parental influence section in this workshop.</p>
<p><b>Gaming and gambling</b></p> <p><b>10min</b></p>	<p>The previous section introduced the concept of simulated gambling. This section goes into more detail. Since this is a topic many people have no or limited awareness of, it is strongly suggested that you take a bit more time to go through the reading list under this topic (see <a href="#">Appendix 1</a>), familiarise yourself with common terminology (see <a href="#">Appendix 2</a>) and prepare examples (see <a href="#">Appendix 3</a>) to share with your participants.</p> <p><b>Gaming and gambling convergence (p.15)</b></p> <p>Use the graphic to help participants to visualise the convergence of gaming and gambling. Give a high-level explanation on how the convergence is happening. Refer to the presenter notes under the slide to help you break down your explanation.</p> <p><b>Popular forms of simulated gambling (p.16-18)</b></p> <p>These three slides present the major forms of simulated gambling:</p> <ul style="list-style-type: none"> <li>• gambling-themed games</li> <li>• built-in mini gambling games</li> <li>• games with gambling elements (loot boxes).</li> </ul> <p><b>Note:</b></p>

	<p>Each of these forms are provided with an example in the presenter notes for slides p.16-18. Please also refer to <a href="#">Appendix 3</a> for more examples of simulated gambling in games. If possible, you could play some of the games and share your experience with your audience at the workshop.</p> <p><b>Skin and skin betting (p.19-20)</b></p> <p>Explain the term skins and how betting on skins happens.</p> <p>It might be easy to understand and explain the flow chart on slide 19. Please make sure you read the following to help you prepare:</p> <ul style="list-style-type: none"> <li>• Skins and skin betting in <a href="#">Appendix 1</a></li> <li>• <a href="#">Appendix 2</a></li> <li>• Question 2 in <a href="#">Appendix 4</a></li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Parents might not have thought about the connection between gaming and gambling before the workshop. Many may have no insight into the gaming world. Please prepare some examples to help you explain key concepts and confirm your audience's understanding.</li> <li>• Some parents might be game players themselves. You can invite them to share their understanding and experience about gambling like features in games.</li> </ul> <p><b>What is the concern about simulated gambling? (p.21)</b></p> <p>Explain listed concerns:</p> <ul style="list-style-type: none"> <li>• Simulated gambling is more common than monetary gambling among young people – 40.1% vs 29.8%.</li> <li>• Simulated gambling is more accessible and has no age restrictions – most young people have at least one device dedicated for their use at home.</li> <li>• Simulated gambling encourages continuous involvement and facilitates transit to gambling in adulthood.</li> </ul> <p><b>Advice to parents and carers (p.22)</b></p> <ul style="list-style-type: none"> <li>• Read out the advice listed on the slide.</li> <li>• Discuss whether this advice is practical for participants.</li> <li>• Let participants contribute other ideas.</li> <li>• More advice is available on the <a href="#">GambleAware website</a>.</li> </ul>
<p><b>Gambling advertising</b></p> <p><b>10min</b></p>	<p>There are a few factors influencing young people’s gambling attitudes and behaviour:</p> <ul style="list-style-type: none"> <li>• personal factors: age, gender, social wellbeing, personality</li> <li>• peers</li> <li>• access to internet</li> <li>• parents/guardians: attitudes and own gambling behaviours</li> </ul>

- gambling advertising.

This workshop session focuses on two of the most influential factors: gambling advertising and parents.

**Exposure to gambling advertising – where and how often? (p.24-25)**

Let participants reflect where and when they recall seeing gambling advertisements/messages in their daily life.

Explain where research finds young people noticed gambling advertising:

- TV – the most dominant channel
- online games
- social media
- public area: billboards, sports betting sponsorships on uniforms and sports grounds.

Highlight the following facts:

“AT LEAST ONCE EVERY WEEK,” most young people notice gambling advertising/messages/logs from one or more of the above media channels.

**Concerning features of gambling advertising (p.26)**

You can find more information about these features in the study report produced by English researcher Ipsos MORI: The effect of gambling marketing and advertising on children, young people and vulnerable adults. (Link is available in [Appendix 1](#)).

**Potential impacts from frequent exposure (p.27)**

Gambling advertising:

- educates young people about the odds
- normalises gambling as normal/an essential part of sport events
- increases knowledge about gambling options
- nurtures a positive attitude towards gambling.

This can lead to increased gambling participation and the risk of gambling harm.

**Advice to parents and carers (p.28)**

- Read out the advice listed on the slide.
- Discuss whether they are practical for participants.
- Let participants contribute other ideas.
- Detailed advice on how to adjust online security and advertising, use online blocking software and ways to talk about gambling advertising are given in presenter notes under the slide. More information is available on the [GambleAware website](#).

<p><b>Parental influence</b></p> <p><b>10 min</b></p>	<p>At the beginning of this topic highlight that the NSW Youth Gambling Study found that parents and guardians were the greatest influence on adolescents' gambling. This was closely followed by grandparents. Therefore, a parent/carer carries a big responsibility to ensure their kids are 'gamble aware' and can seek help if they identify any signs of gambling harm.</p> <p><b>How do parents influence young people? (p.30)</b></p> <p>The left side of the graph gives examples of some common attitudes/behaviours among parents towards youth gambling.</p> <p>Parents may:</p> <ul style="list-style-type: none"> <li>• believe gambling is harmless fun.</li> <li>• rarely have conversations or set rules about gambling.</li> <li>• approve or facilitate young people to gamble.</li> <li>• gamble regularly or have issues with gambling themselves.</li> </ul> <p>Possible effect on young people from above may be that they:</p> <ul style="list-style-type: none"> <li>• form positive attitudes towards gambling</li> <li>• participate in gambling more</li> <li>• gamble in adulthood</li> <li>• have an increased risk of gambling harm.</li> </ul> <p><b>Advice to parents and carers (p.31-33)</b></p> <ul style="list-style-type: none"> <li>• Go through the advice listed on the slides.</li> <li>• Discuss whether it is practical for participants.</li> <li>• Let participants contribute other ideas.</li> <li>• More advice is available on the <a href="#">GambleAware website</a>.</li> </ul>
<p><b>END OF MAIN TOPICS</b></p>	
<p><b>Support services</b></p> <p><b>5 min</b></p>	<p><b>Support services (p.35-36)</b></p> <ul style="list-style-type: none"> <li>• Present the four key support services in this space. Each service is hyperlinked with a direct website link.</li> <li>• Browse their websites to gain a basic understanding of the organisation and the information and support they offer.</li> <li>• Please also add examples of youth services* and activities in your GambleAware service area.</li> </ul>

\* The Office partners with Community Welfare Training (CCWT) to deliver regular Gambling Harm Minimisation workshops to community workers across the state. More information is here <https://www.ccwt.edu.au/course/CLNT400>

## Q&A

10 min

### Q&A (p.37)

- Refer to [Appendix 4](#) for a list of frequently asked questions.

#### Note:

- This is not an exhaustive list of questions regarding topics discussed in the workshop.
- Please add questions you are not sure or unable to answer during the workshop, to the Q&A list. You can check the answers with other facilitators or contact the Office for advice.
- When the new questions are addressed, please follow up with participants and share the answers with the group.

### Wrap up activity (p.38)

- Review session overview and learning objectives.
- Check off learning objectives on PowerPoint slides p.4. This helps participants to see the value of attending the workshop.
- Complete the Take home message card ([Appendix 5](#))
- to reinforce new learning. Please hand out the cards to your participants at the end of the session.

### Evaluation survey (p.38)

- For an in-person session, hand out the hard copies of evaluation forms and instruct participants to complete the form before they leave. This is preferable since it secures your survey response rate.
- Alternatively, use the evaluation survey template ([Appendix 5](#)) to create an electronic version on Survey Monkey or another survey platform. You can post the survey link in the chatbox or email your participants with the survey link.

#### Note:

- Let your participants know if they will receive an email about the evaluation survey after the workshop.
- Avoid doubling up the survey response from one person if you choose to use both hard copy or Survey Monkey.
- Please ensure to keep your survey results for sharing and reporting purposes.

**END OF THE SESSION**

## Appendix 1: Facilitator’s reading list

Topic	Suggested reading	Link
<b>Gambling and Young people</b>	NSW Youth Gambling Study 2020	<a href="https://gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/published-research/nsw-youth-gambling-study-2020">gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/published-research/nsw-youth-gambling-study-2020</a>
	Gambling activity among teenagers and their parents (Chapter 7 in Growing up in Australia: The longitudinal study of Australian children (LSAC) annual statistical report 2018)	<a href="https://growingupinaustralia.gov.au/research-findings/annual-statistical-reports-2018">growingupinaustralia.gov.au/research-findings/annual-statistical-reports-2018</a>
	Exploring the changing landscape of gambling in childhood, adolescence and young adulthood	<a href="https://gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/grant-funded-research">gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/grant-funded-research</a>
	Gambling and teenagers	<a href="https://raisingchildren.net.au/pre-teens/behaviour/behaviour-questions-issues/gambling">raisingchildren.net.au/pre-teens/behaviour/behaviour-questions-issues/gambling</a>
	Has gambling gone crashed our teens?	<a href="https://responsiblegambling.vic.gov.au/documents/16/gen-bet-has-gambling-gatecrashed-our-teens_SIPh7sd.pdf">responsiblegambling.vic.gov.au/documents/16/gen-bet-has-gambling-gatecrashed-our-teens_SIPh7sd.pdf</a>
<b>Gaming and gambling</b>	GambleAware for Parents: Animation on YouTube: What you don’t know about your kids’ gaming?	<a href="https://youtu.be/QOToTGOWj7q">https://youtu.be/QOToTGOWj7q</a>
	Loot boxes: are they grooming youth for gambling?	<a href="https://gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/grant-funded-research">gambleaware.nsw.gov.au/resources-and-education/check-out-our-research/grant-funded-research</a>
	Gambling on games: how video games expose children to gambling.	<a href="https://australiainstitute.org.au/wp-content/uploads/2020/12/P860-Risks-to-kids-from-video-games-Web.pdf">australiainstitute.org.au/wp-content/uploads/2020/12/P860-Risks-to-kids-from-video-games-Web.pdf</a>
	Skins and skin betting	<a href="https://videogames.org.au/skin-betting">videogames.org.au/skin-betting</a>
	Video gaming and gambling	<a href="https://responsiblegambling.vic.gov.au/reducing-harm/video-gaming-and-gambling/">responsiblegambling.vic.gov.au/reducing-harm/video-gaming-and-gambling/</a>



	Technology, risk and gambling seminar series on YouTube: Gaming and gambling convergence I: Social casino games Gaming and gambling convergence II: Loot boxes Gaming and gambling convergence III: Skill elements in gaming machines.	<a href="https://www.youtube.com/playlist?list=PL0jO_7Vux2M0r-dBz9Tcxq1lic9bsP3hq">youtube.com/playlist?list=PL0jO_7Vux2M0r-dBz9Tcxq1lic9bsP3hq</a>
<b>Gambling advertising</b>	GambleAware for Parents: Animation on YouTube: The effect of gambling advertising on your kids.	<a href="https://youtu.be/POa6UB1Xqi4">https://youtu.be/POa6UB1Xqi4</a>
	The effect of gambling marketing and advertising on children, young people and vulnerable adults	<a href="https://www.ipsos.com/ipsos-mori/en-uk/effect-gambling-advertising-children-young-people-and-vulnerable-adults">ipsos.com/ipsos-mori/en-uk/effect-gambling-advertising-children-young-people-and-vulnerable-adults</a>
	Young people's recall and perceptions of gambling advertising and intentions to gamble on sport	<a href="https://www.researchgate.net/publication/329889789_Young_people's_recall_and_perceptions_of_gambling_advertising_and_intentions_to_gamble_on_sport">researchgate.net/publication/329889789_Young_people's_recall_and_perceptions_of_gambling_advertising_and_intentions_to_gamble_on_sport</a>
	Emergent gambling advertising: a rapid review of marketing content, delivery and structural features	<a href="https://www.bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-10805-w">bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-10805-w</a>
	Gambling advertising	<a href="https://www.responsiblegambling.vic.gov.au/resources/gambling-victoria/gambling-advertising/">responsiblegambling.vic.gov.au/resources/gambling-victoria/gambling-advertising/</a>
	Rules for gambling ads	<a href="https://www.acma.gov.au/rules-gambling-ads">acma.gov.au/rules-gambling-ads</a>
	End gambling ads	<a href="https://www.endgamblingads.org.au/">endgamblingads.org.au/</a>
<b>Parental influence</b>	GambleAware for Parents: Animation on YouTube: How parents can influence their children's gambling behaviour.	<a href="https://youtu.be/QApU_n-N2dc">https://youtu.be/QApU_n-N2dc</a>
	Influences of Parents on Youth Gambling	<a href="https://www.recovery4all.co.uk/wp-content/uploads/2017/08/3parents.pdf">recovery4all.co.uk/wp-content/uploads/2017/08/3parents.pdf</a> <a href="https://www.parentinfo.org/article/gambling-questions-to-ask">www.parentinfo.org/article/gambling-questions-to-ask</a>
	Information for parents	<a href="https://www.youthgambling.mcgill.ca/Gambling2/en/parents/parents.php">youthgambling.mcgill.ca/Gambling2/en/parents/parents.php</a>

	Supporting young people	<a href="https://gambleaware.nsw.gov.au/supporting-someone/supporting-young-people">gambleaware.nsw.gov.au/supporting-someone/supporting-young-people</a>
	Gambling and young people: a parent's guide	<a href="https://parentinfo.org/article/gambling-questions-to-ask">parentinfo.org/article/gambling-questions-to-ask</a>

## Appendix 2: Gaming Glossary

### **Avatar**

A graphic identity that a game player selects to represent themselves in a video game. An avatar is normally a caricature, rather than a realistic photo.

### **Cryptocurrency**

Cryptocurrency is virtual or digital money that takes the form of tokens or “coins.” It doesn’t exist in a physical form or have an intrinsic value. It works independently of a central bank. A well-known example of a cryptocurrency is Bitcoin<sup>22,29</sup>.

### **eSport**

eSport is an organised competition where professional video game players play against each other. There are several tournaments and events each year. These events can be held in sports stadiums, as well as streamed online for fans to watch.

### **Fantasy sport**

Fantasy Sports are online prediction games. In fantasy sports, game players choose real sports players to form a virtual team: a fantasy team. The sports players performance in the real world is converted into fantasy points. The better your player performs in real life, the higher your fantasy points. You are the winner when you have the most combined players scores at the end of a fantasy tournament.

### **Loot boxes**

Loot boxes are featured in many video games. They often appear as chests, crates, or card packs, and contain virtual rewards of varying value, such as weapons, skins or game advantages. Players can gain loot boxes through gameplay, or purchase with virtual currencies, or directly with real-world money. players do not know what’s inside them before opening.

### **Microtransactions**

It is the process of making small one-off payments to purchase in-game items or gain advantages in gameplay. The transaction is usually under \$10.

### **Skins**

Skins are graphic or audio downloads that change the appearance of characters, weapons or accessories to make them look cool. Skins can be earned by gameplay, purchased with virtual currencies or won through loot-boxes. They don't increase the character's abilities or impact the outcome of the game, but they can be used as currency on special gambling websites.

**Steam**

A free multiplayer platform is used to distribute and download games online. Game players can chat privately with friends inside and outside of games. They can purchase skins and see how much they're worth on a marketplace organised by Steam. They can also keep their skins in Steam library.

**Twitch**

A live streaming video platform that broadcasts video game battles or allows people to play games. The videos are live-to-air and not edited or regulated.

## Appendix 3: Examples of simulated gambling in popular games

Types	Features	Game examples
<b>Gambling-themed games</b>	<ul style="list-style-type: none"> <li>• Gambling as a central theme.</li> <li>• Play online or download apps for mobile/computer.</li> <li>• Sometimes linked with a commercial gambling company.</li> </ul>	Big Fish Casino Panda Slots ThunderReels
<b>Non gambling games with built-in mini gambling games</b>	<ul style="list-style-type: none"> <li>• Gambling is not a central theme in the main game.</li> <li>• Minor gambling games are embedded in the main game.</li> <li>• Can affect a player's progress in the main game.</li> </ul>	Poker in Watch Dogs Casino Games in Grand Theft Auto: San Andreas Table Games in New Super Mario Bros Casino Backdrop in Fallout: New Vegas
<b>Games with gambling elements</b>	<ul style="list-style-type: none"> <li>• Do not include gambling, but exhibit gambling characteristics.</li> <li>• Players can use money to extend game play.</li> <li>• Loot boxes</li> <li>• Skin and skin betting</li> </ul>	Candy Crush Saga Fortnite: Battle Royale Star Wars Battlefront II FIFA Counter Strike: Global Offensive Minecraft

# Appendix 4: Frequently asked questions

## 1. Why are loot boxes controversial?

Research suggests that gambling is closely linked to purchasing loot boxes in video games. They are superficially like a lucky dip, in that every buyer wins some kind of prize from opening the box they purchase – but not necessarily a valuable one. Whilst loot boxes can be bought using virtual in-game currency accumulated through gameplay, players are encouraged to buy this currency using real-world money. According to the NSW Youth Gambling Study 2020, more than one-third of young people in NSW had spent money on loot boxes.

Loot boxes use the same structural and psychological principles as gambling:

- Random value – players spend money to try and win an unknown reward.
- Variable ratio reinforcement – players buy multiple loot boxes to “chase losses” because they recast every fail of getting the desired value from loot boxes as a near win. This keeps them in the game longer and purchasing more.

Loot boxes do not neatly fit in the legal definitions of gambling and therefore at this stage are not directly subject to regulation under federal and state and territory gambling regulation.

## 2. What is skin betting?

Skins obtained from game playing (often through purchasing loot boxes) can be used as a virtual online currency, to gamble on the outcome of a real-life or virtual event, such as eSport. Individuals can also use the skins in their possession (normally deposited in the virtual library) as a virtual currency to gamble on casino-styled games, like coin flips and roulette.

Some third-party sites like [Skins.Cash](#) allows skins to be exchanged for cash of equivalent value.

This process establishes clear financial inputs and outputs to gambling activity on games, with gamers able to:

- use real money to purchase a loot box, hoping to obtain a valuable skin
- use skins to bet on events or gamble in other games for items that are more valuable
- cash skins out for real-world money, based on online market value that is unregulated.

## 3. Is the government looking at regulating simulated gambling as gambling activities?

Simulated gambling is largely unregulated in Australia.

The Australian Classification Board is the regulator for the gaming industry. Video games classifications are based on six criteria: themes, violence, sex, language, drug use and nudity. Gambling comes under the category of “themes” and is either rated PG (8+) or G (for a general audience). Game developers often use the classification system to their advantage by skirting the edges of what is considered to be acceptable.

Some argue the Australian gaming regulator should impose the classification of R(18+) on gambling games, but the gaming industry often argues that it is up to the parents to regulate and monitor what games children and teenagers engage in. At a government level, there have been some recent activities to try and advocate for change:

- In June 2018, the Australian Senate referred to the Environment and Communications Reference Committee for an inquiry into how harmful loot boxes may be. In its final report, the Committee

indicated the risk of children and vulnerable adults from developing gambling related harm through interaction with loot boxes. It recommended a comprehensive review of loot boxes in video games.

- In June 2020, Andrew Wilkie introduced the Interactive Gambling Amendment Bill 2020 to parliament to ban social casino games.
- In February 2021, the Australian House of Representatives Standing Committee on Social Policy and Legal Affairs called for government departments to explore ways to restrict access to loot boxes for those younger than 18 years old and made a few recommendations regarding regulating loot boxes.
- In July 2021, an independent MP proposed a bill to block loot boxes from children under the age of 18 through changing the classification guidelines.

#### **4. What laws exist around gambling advertising?**

The Commonwealth Government is responsible for regulating broadcast and online advertising. The Australian Communications and Media Authority (ACMA) is the Commonwealth regulator responsible for overseeing commercial advertising, including advertising for betting service providers.

Rules around gambling ads during children's programs:

- During programs that are classified G, C and P, gambling ads are not permitted from 6am to 8.30am and 4pm to 7pm.
- During other programs principally directed to children, gambling ads are not permitted between 5am and 8.30pm.

Additional rules around gambling ads during live sport on broadcast TV and radio, or streamed on the internet:

- Between 5am and 8.30pm, no gambling advertising or promotion of odds is permitted from 5 minutes before the published scheduled start of play, until 5 minutes after play, including during breaks.

In NSW,

- it is an offence to publish or communicate any inducement to participate, or to participate frequently, in any gambling activity. This includes an inducement to open a betting account. Gambling advertising that contains a disclaimer that the inducement is not available to NSW residents can still be in breach of the law
- it is an offence to publish gambling advertising that relate to a particular sporting event or fixture that is in progress in NSW. This includes live odds and in-play betting services.

For more information about gambling advertising regulation in Australia and NSW, check out the [ACMA](#) and [Liquor & Gaming NSW](#) websites.

#### **5. Where can we get more information about gaming addiction/problems?**

There are resources available online, over the phone and in person to provide information and help young people deal with gaming and gambling related issues. The following provides a direct link for information about gaming addiction/problems from major support services.

**GambleAware**

[gambleaware.nsw.gov.au/supporting-someone/supporting-young-people](https://gambleaware.nsw.gov.au/supporting-someone/supporting-young-people)

**Kids helpline**

[kidshelpline.com.au/parents/issues/should-i-be-worried-about-gaming-addiction](http://kidshelpline.com.au/parents/issues/should-i-be-worried-about-gaming-addiction)

**eSafety Commission**

[esafety.gov.au/parents](http://esafety.gov.au/parents)

**Headspace**

[headspace.org.au/friends-and-family/understanding-gaming/](http://headspace.org.au/friends-and-family/understanding-gaming/)

**Australian Childhood Foundation**

[professionals.childhood.org.au/prosody/2019/03/addressing-video-game-addiction-with-young-people/](http://professionals.childhood.org.au/prosody/2019/03/addressing-video-game-addiction-with-young-people/)



## Appendix 5: Take home message card

### GambleAware for Parents: Workshop

**My take home messages:**

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**A preventive strategy I will try:**

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# Appendix 6: Workshop evaluation survey – template

Thank you for attending **GambleAware for Parents: Workshop**. Please indicate your views in the questions below and provide your comments. Your feedback is very important to us. All responses will be treated in confidence.

Many thanks from  
<Facilitator name, title, organisation>

## 1. How old is/are your child(ren)?

Child one:.....

Child two:.....

Child three: .....

Child four: .....

Child five: .....

Child six: .....

## 2. How would you rate the information provided in the workshop?

Excellent       Good       Okay       Poor

Additional comments:

.....  
.....  
.....  
.....

## 3. How would you rate the organisation of the workshop?

Excellent       Good       Okay       Poor

Additional comments:

.....  
.....  
.....  
.....

**4. How useful was the workshop content to you?**

<b>Topics</b>	<b>Very useful</b>	<b>Useful</b>	<b>Not useful</b>
How young people engage with gambling activities			
How gaming and gambling are converging			
How gambling advertising affects young people			
How parents gambling attitudes and behaviour affect those of their children			
Useful services to know for further information			

**5. What other topics do you think we should cover?**

.....  
.....  
.....

**6. What did you like most about this workshop?**

.....  
.....  
.....

**7. What aspects of this workshop could be improved?**

.....  
.....  
.....

**8. Do you have any other comments or feedback?**

.....  
.....  
.....

Thank you very much for taking the time to complete this questionnaire.  
We are very grateful!



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