

# 4

## Gambling: Identifying influences

February 2024

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# Activity introduction

## Quick summary

Students consider their circles of influence, identifying influential factors that may contribute to finding ourselves in potentially unsafe situations. Students will then explore ways to resist negative influences and encourage positive influences. The class will practice responding to situations of gambling harm through responding to a mock forum post.

## Learning intentions

- To explain why different people make decisions about whether or not to gamble
- To identify thoughts or feelings that may indicate a person is experiencing gambling related harm
- To identify the influences on gambling-related decisions
- To demonstrate ways to resist gambling influences

## 21st-century skills

Communicating  
Creative thinking  
Problem solving  
Empathy  
Personal and social skills  
Teamwork

## Syllabus outcomes

- **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- **PD4-9** demonstrates self-management skills to effectively manage complex situations

## General capabilities

Critical and creative thinking  
Information and communication technology capability  
Literacy  
Personal and social capability

## Activity introduction

### Cross-curriculum priority

None Applicable

### Relevant parts of Year 7 achievement standards

- Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Students demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.

#### Topic

Gambling: Identifying influences

#### Unit of work

Stage 4 Gambling

#### Time required

60 minutes

#### Level of teacher scaffolding

Medium – Manage student movement around the classroom and facilitate role play or forum discussion and display information on a projector or smartboard.

#### Resources required

- Student worksheets – one copy per student
- Capability to display digital information to the entire class (e.g. laptop and projector)

#### Keywords

Decision-making, gambling, harm, health, influences, risk, social.

# Teacher worksheet

## Learning intentions

Students will:

- explain why different people make their decisions about whether or not to gamble.
- identify behaviours, thoughts or feelings that may indicate a person is experiencing gambling harm.
- identify the influences on gambling-related decisions.
- demonstrate ways to resist gambling influences.

## Success criteria

Students can:

- identify strategies that they can implement to seek and suggest support for gambling harm.
- state examples of behaviours, thoughts or feelings that may indicate a person is experiencing gambling harm.
- identify a range of factors that influence a person's decision to gamble or not to gamble.

## Teacher content information

Gambling can be a high-risk activity and is a priority concern for young people. Therefore, before conducting the lesson on gambling, it is recommended that teachers and parents read the Facilitator Pack. The pack provides teachers and parents with essential information about gambling harm amongst young people and clarifies the nature of gambling-related behaviours and how to approach sensitive topics.

### Teaching sequence

30 minutes - Part A: Circle of influence and discussions

30 minutes - Part B: Forum post

# Part A:

# Circle of influence and discussions

Work through this resource material in the following sequence:

## Step 1

Introduce students to this lesson by explaining that they will explore why people make different decisions about gambling and the factors influencing their decisions.

## Step 2

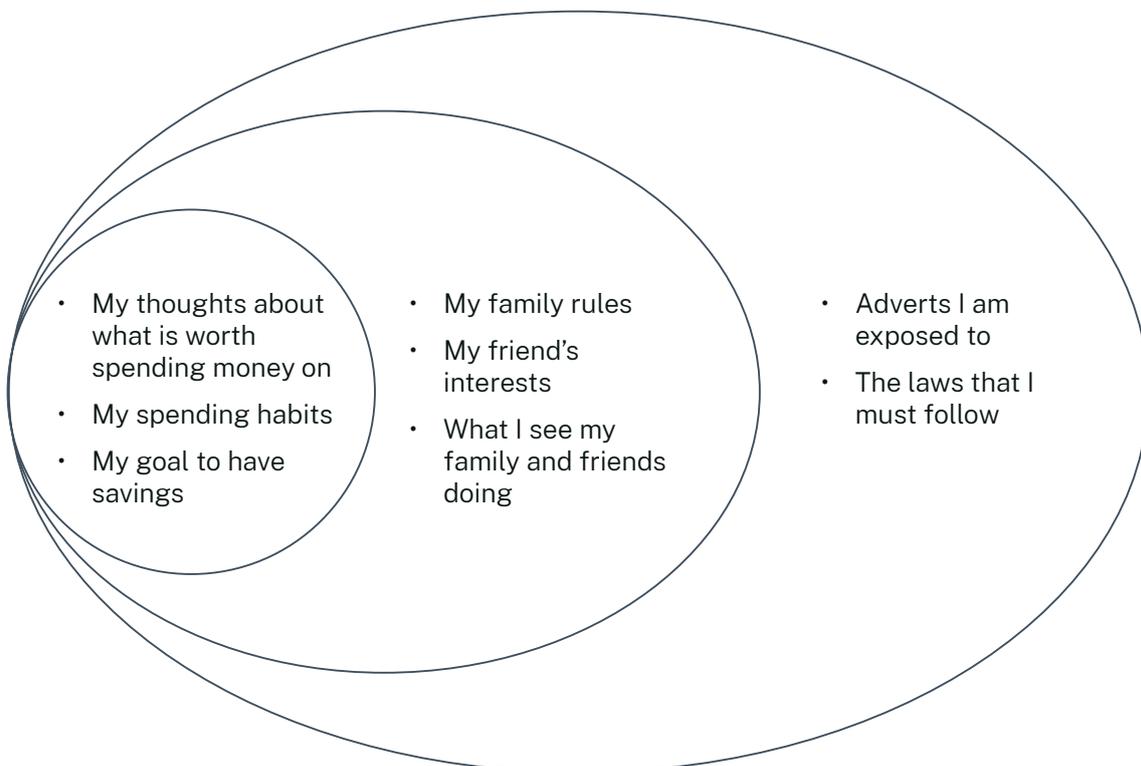
Invite students to refer to their worksheets and begin by filling in the inner circle with the things that they control as an individual. You may want to provide some examples or have the class brainstorm some ideas at this point to get started.

## Step 3

Next, ask students to think about the people they know and are surrounded by in everyday life, such as their friends, peers, family members, school staff, etc. Invite them to fill the second circle by identifying how the people in their mid-circle may influence their behaviours.

## Step 4

Lastly, encourage students to fill in the outer circle with things that may influence them but are largely out of their control and that they have little personal interaction. An example of how students may fill in their circles of influence can be seen below.



### Step 5

Once students have completed their circles of influence, invite them to share what they have written with the person sitting next to them.

### Step 6

After providing time for students to discuss their influences with a partner, invite students to volunteer their answers with the entire class. As students share their answers, you may wish to highlight common answers on a similar diagram on the board. Facilitate further discussion by asking questions such as:

- Which circle do you think has the most significant influence on a young person's decision to gamble?
- Where do you think most exposure to gambling occurs?
- What influencers do you think are responsible (if any) for normalising gambling?
- Do you think there is any link between the three circles of influence?

### Step 7

After working through the class answers and discussion, display the factsheet “*What Influences Young People to Gamble?*” from the gamble aware website: [gambleaware.nsw.gov.au/learn-about-gambling/gambling-and-young-people/what-influences-young-people-to-gamble](http://gambleaware.nsw.gov.au/learn-about-gambling/gambling-and-young-people/what-influences-young-people-to-gamble)

Engage the class in a further discussion by reflecting on their answers to the previous discussion from step 6 while analysing the fact sheet.

- Did their ideas of influences match the data in the fact sheet?
- Are there any influences that they missed identifying in their circles?
- How would the various influences impact an individual's decision to gamble or not?

# Part B:

## Forum post

### Step 1

Explain to students that they will now look at ways to resist influences that may lead to gambling harm.

### Step 2

Display the forum post for students to see or ask them to refer to their worksheets. Read through the forum post aloud to the class.

### Step 3

Invite students to identify what may be some of the influences on the person who posted on the forum.

### Step 4

Encourage students to identify which circle of influence each of their suggestions may fall.

### Step 5

After the class has identified the influences, invite them to brainstorm ways that the person who made the forum could respond to the influences students identified. As students volunteer their ideas, you may write them on the board as students fill in the table on their worksheets.

Some suggestions may include:

- **Avoid** any negative influences, such as friends that gamble.
- **Replace** time that is spent gaming with other leisure or social activities (sport, eating out, movies, etc.).

- Engage in positive **self-talk**, reminding yourself of the positives of not spending money on gambling-like games (saving money to spend on better things, sticking to your values).
- **Reduce** exposure to reminders of gambling in games. For example, reduce screen time, or create a distraction, such as planning another activity with a friend or family.
- **Set a limit** for the number of purchases you will make, or set a timer for the amount of time you will play and stick to that limit.

### Step 6

Lastly, invite students to complete part 3 on their worksheets by writing a response to the forum post. Before responding, invite them to read the following web page:

[GambleAware NSW – Talking To Young People About Gambling \(gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/talking-to-young-people-about-gambling\)](http://gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/talking-to-young-people-about-gambling)

### Reflection

Invite students to respond to the negative stereotype: *“People who gamble are simply impulsive, irresponsible and foolish”*. Encourage students to reflect on the circles of influence to unpack the negative connotations in this statement and to reflect empathetically on why some people may experience gambling harm while others will not.

### Differentiated learning

**Extension** – Invite students to complete further research on gaming and gambling regulations. Encourage them to dig deeper into the games young people play and how they have changed over time. Invite students to write a recommendation to the regulating body responsible for overseeing responsible gambling about the next steps for reducing gambling harm in young people.

**Provisions for Learning Support** – Invite students to complete each task in the most suitable format. For example, discussing each section, working in a pair or small group or utilising a device. You may also wish to assign a reduced amount of tasks. For example:

- Part A: Invite students to complete the circle of influence graphic, not the associated questions.
- Part B: Invite students to complete the table from question 2b, but not write out the forum response. Students could be encouraged to discuss a possible response with the teacher instead. them to condense the information from the facts sheets to create an informative poster.

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## Teacher reflection

### Take this opportunity to reflect on your own teaching:

What did you learn about your teaching today?

What worked well?

What didn't work so well?

What would you share?

Where to next?

How are you going to get there?

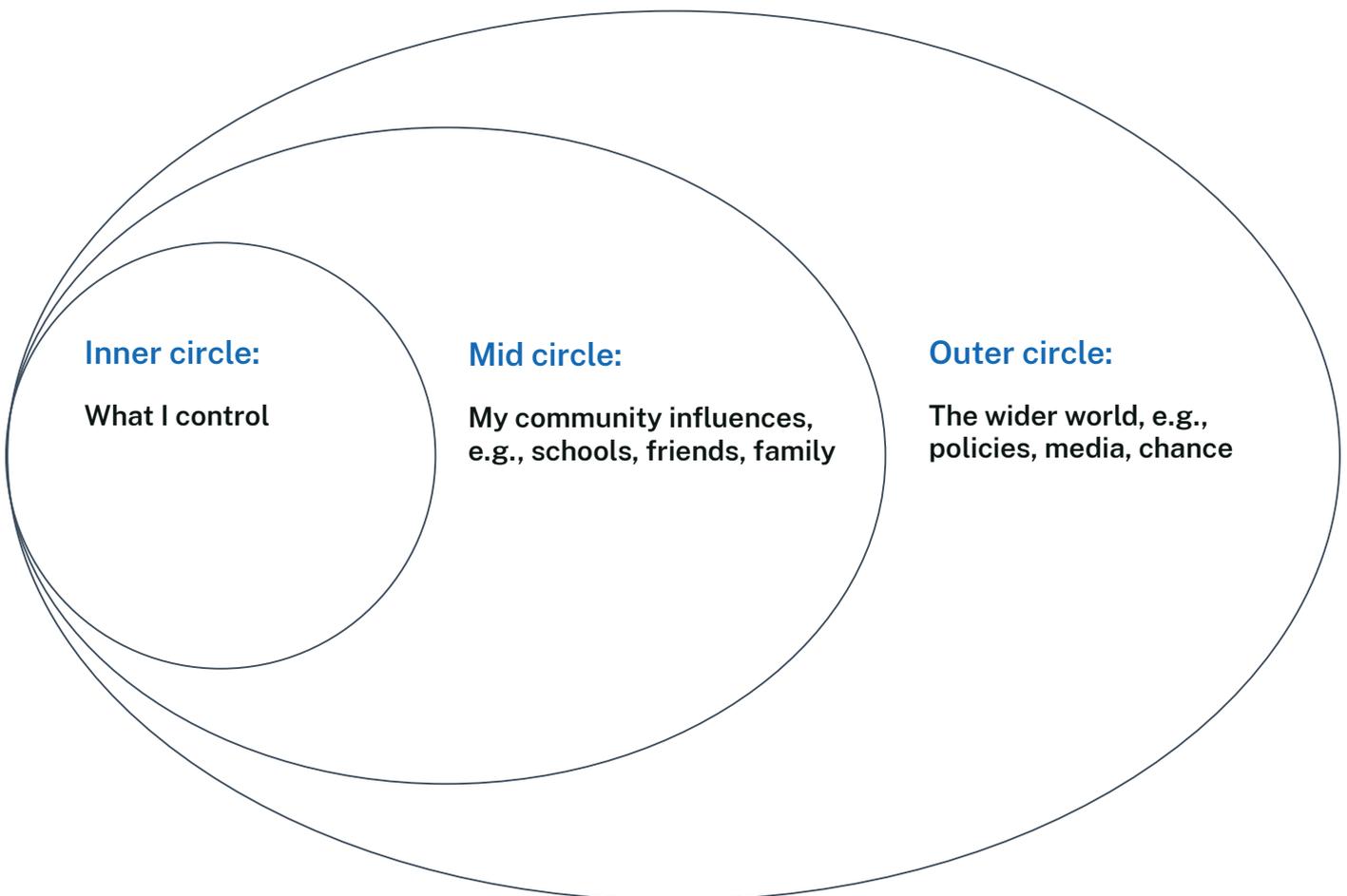
# Student worksheet

## Thought starter

According to the NSW Youth Gambling Study 2020, nearly half (46.1%) of those surveyed reported noticing gambling advertising on TV during sports and racing events at least weekly, so has gambling become normalised?

## 1. Circle of influence

- a. Fill in the graphic below by writing words or statements that identify what influences you and your behaviours. Begin by reflecting on your influences, such as beliefs, values and ideals, then move on to identifying influences on your behaviours from your close community. Finally, identify what aspects of the broader community influence or impact your behaviours, choices or decisions.



## Student worksheet

- b.** Overall, what circle do you think influences a young person's decisions and behaviours the most?
- c.** Review the factsheet from the Gamble Aware website "[What Influences Young People to Gamble?](#)". Based on the information in the factsheet, which circle do you think has the most significant influence on a young person's decisions and behaviours?
- d.** How do you think the various influences identified in the factsheet could impact a person's decision to gamble or not?

## 2. Forum post

Read the following forum post and complete parts a and b below.



Apprentice



### Gaming the money away

*by DexiApexi*

I have a group of really good friends, some of them I have known since primary school. Me and one particular friend have started playing Apex Legends. It's a really fun game, and it started out free, but I have found there are lots of in-game purchases to make. I have been spending a lot of money on Apex Packs, but finding ways to buy more is hard. When we hang out and play Apex Legends, my friend really gets "in the zone" and sometimes sneakily uses their parent's credit card to purchase packs. Recently, my friend wanted me to use my parent's linked credit card to buy extra packs, but I don't think I should because my parents would get really angry if they found out I tried to use their credit card. I think we spend too much time and money on Apex Legends and their loot box-like Apex Packs, but I am also sick of being called a loser when I don't buy more. What should I do?

#ApextoNadir

- a. Identify the inner, mid and outer circle influences that may impact the decisions that forum poster DexiApexi is making.

## Student worksheet

- b. DexiApexi doesn't seem happy with how they engage with gambling-like behaviours in the game. Suggest some strategies they could implement to resist some of the negative influences experienced by filling in the table below.

Measures	Explanation	Specific suggestions for DexiApexi
<b>Avoid</b>	Avoid situations, people or systems that encourage gambling.	
<b>Replace</b>	Distract from the behaviour by replacing it with another, less harmful but enjoyable activity.	
<b>Self-talk</b>	Remind yourself to make better choices and about potential consequences. Weigh up the risks.	
<b>Reduce</b>	Reduce exposure to reminders of gambling, such as screen time.	
<b>Set limits</b>	Set timers for gameplay or limits on how much to spend and stick to it.	

### 3. Forum response

View the information on the following two websites and write a response to DexiApexi, using some of the suggestions outlined in the online material: [GambleAware NSW – Talking To Young People About Gambling](http://gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/talking-to-young-people-about-gambling) (gambleaware.nsw.gov.au/supporting-someone/supporting-young-people/talking-to-young-people-about-gambling).

### 4. Reflect

Respond to the negative stereotype statement: *“People who gamble are simply impulsive, irresponsible and foolish”*.

Do you think this statement is accurate? Consider what you know about circles of influence in your response.