

2

Gambling and the determinants of health

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Activity introduction

Quick summary

Students investigate and analyse the nature of two major health issues - including gambling - and the determinants of health (individual, sociocultural, socioeconomic, and environmental) that place young people at risk. Students will create a fact sheet elaborating on how risk factors and protective factors can have an impact on their health due to the effects of gambling harm.

Learning intentions

- To analyse and explain recent statistics about how people are engaging with gambling and why young people are at risk of experiencing gambling harm
- To explore which determinants of health (individual, sociocultural, socioeconomic, environmental factors) can impact gambling harm

21st-century skills

Critical thinking
Empathy
Ethical behaviour
Problem finding
Problem solving

Syllabus outcomes

- **H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- **H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

General capabilities

Literacy
Ethical understanding
Personal and social capabilities
Intercultural understanding

Relevant parts of Year 12 achievement standards

9.3 HSC Option 1: The Health of Young People

This module should occupy approximately 20% of total course time.

Module Description

This option module is concerned with the health needs of young people. In this module, students examine the nature of young people's lives and the developmental factors that significantly influence their health. They consider the health status of young people and examine a number of related health issues. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.

In this module, students investigate the following critical questions:

- What is good health for young people?
- To what extent do Australia's young people enjoy good health?
- What skills and actions enable young people to attain better health?

Topic

Gambling and the determinants of health

Unit of work

Stage 6 Major health issue – Gambling

Time required

60 minutes

Level of teacher scaffolding

Medium

Resources required

- A device capable of showing a video
- Student worksheet
- Appendix A: Fact sheet example: How do the determinates of health impact gambling harm?

Keywords

Young people, determinants of health, individual, sociocultural, socioeconomic, environmental, gambling harm.

Teacher worksheet

Learning intentions

Students will:

- analyse and explain recent statistics about how people are engaging with gambling and why young people are at risk of experiencing gambling harm.
- explore which determinants of health (individual, sociocultural, socioeconomic, environmental factors) can impact gambling harm.

Teaching sequence

20 minutes - Part A: What are the determinants of health?

10 minutes - Part B: How are these determinants linked to gambling?

30 minutes - Part C: Produce a fact sheet

Success criteria

Students can:

- explain how gambling harm can be determined by a range or a combination of factors.
- assess the degree of control individuals have over gambling harm by exploring how much control the individual has over the determinants and what they can do to modify the determinants they have little control over.

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.

Part A:

What are the determinants of health?

Work through this resource material in the following sequence:

Step 1

Independently students read through the Fact sheet: What influences young people to gamble? and answer the following questions:

- **Who has the greatest influence on young people gambling?**

Answer: Parents –53.7% of young people gambled with their parents.

- **Suggest one reason why you think this is case.**

Answer: Parents have the biggest influence on young people and their behaviours because families might play card games that imitate gambling with their kids from a young age, leading to an increased chance of them participating in gambling as an adult.

- **What is the biggest risk factor for young people to become an ‘at-risk gambler’?**

Answer: Having an adult with a gambling problem in the household when growing up uniquely predicted problem/at-risk gambling amongst survey respondents.

- **What percentage of young people had peers who gambled?**

Answer: 21.9%.

- **Why do you think having a friend who gambled influences someone to gamble?**

Answer: Feeling a sense of connection to that friend. They might not want to be isolated from the friendship group or miss out on ‘fun’.

- **Do you think living close to gambling venues influence someone to gamble? Why/why not?**

Answer: Yes, if an individual lived close to a casino, they would be more inclined to access this service and participate in gambling and trying out new games.

Step 2

After reading through the fact sheet, explain to students that there are many determinants of health: individual, sociocultural, socioeconomic, and environmental.

Gambling harm is a complex and multifaceted issue, and to better understand and empathise with people’s experiences. It is important to investigate the various factors that affect health and wellbeing.

Watch: [youtube.com/watch?v=LP32-90UClk](https://www.youtube.com/watch?v=LP32-90UClk)

Step 3

After watching, ask students to come up with meanings or examples for each of the following terms:

- **Individual factors**, e.g., knowledge and skills, attitudes, genetics..
- **Sociocultural factors**, e.g., family, peers, media, religion, culture.
- **Socioeconomic factors**, e.g., employment, education, income.
- **Environmental factors**, e.g., geographical location, access to health services, and technology.

You may like to create a visual representation of this as a mind map on the board.

Part B:

How are these determinants linked to gambling?

Step 1

In pairs, students identify how each determinant that might affect one's health could influence gambling behaviours, either positively or negatively.

Some suggestions include:

- Family – Support networks that offer an individual comfortable setting to have open communication when speaking about problematic gambling.
- Friends – Persuade an individual to gamble more than expected whilst at the races.
- Media – Advertisements on social media/tv commercials that show gambling in a positive light e.g. Sportsbet.
- Religion – Increase social connection – less need to gamble.
- Culture – Chinese culture value and favour gambling more likely to participate in gambling activities.
- Employment – Too busy to spend free time watching sporting matches, no gambling.
- Education – Higher awareness of potential harm to an individual – choose not to gamble.
- Income – More disposal income – Increase chances of gambling.
- Geographical Location – Individual might live across the road from a casino, easy access to gamble.
- Technology – Setting responsible depositing limits on online accounts.
- Access to health services – Gambling anonymous.

Part C:

Create a fact sheet

Step 1

Independently, show their understanding by creating a fact sheet with the title: 'How do the determinants of health impact gambling harm?'

Explain to your class that this fact sheet aims to raise awareness about how health detriments can impact gambling harms young people.

To ensure students cover all the relevant points and expectations, you may like to provide them with a fact sheet template (see Appendix A).

The fact sheet should include explicit statements, examples, and references to recent data and statistics regarding the following:

- An introduction outlining the nature and the extent of the health concern – gambling harm
- Discuss the sociocultural, socioeconomic, and environmental factors that impact gambling harm.

These fact sheets can be displayed around the classroom as an ongoing reminder of the importance of determinants of health.

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

Who has the greatest influence on young people gambling?

Suggest one reason why you think this is case.

What is the biggest risk factor for young people to become an 'at-risk gambler'?

What percentage of young people had peers who gambled?

Why do you think having a friend who gambled influences someone to gamble?

Do you think living close to gambling venues influences someone to gamble? Why/why not?

Appendix A: Fact sheet – How do the determinants of health impact gambling harm?

Paragraph 1:

- An introduction outlining the nature and the extent of gambling harm.
- Include statistics, facts, and examples where possible.

Paragraph 2:

- Discuss how sociocultural factors, e.g. family, peers, media, religion, a culture, impacts gambling harm.
- Include statistics, facts, and examples where possible.
- Explain the control an individual might have or what they can do to reduce gambling harm.

Paragraph 3:

- Discuss how socioeconomic factors e.g., employment, education, income impacts gambling harm.
- Include statistics, facts, and examples where possible.
- Explain the control an individual might have or what they can do to reduce gambling harm.

Paragraph 4:

- Discuss how environmental factors, e.g., geographical location, access to health services, and technology impacts gambling harm.
- Include statistics, facts, and examples where possible.
- Explain the control an individual might have or what they can do to reduce gambling harm.